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ABSTRACT

Two-hundred and sixty-five individual education plans (IEPs) from 13 California school districts representing programs operating under traditional special education funding were evaluated to determine their comprehensiveness, specificity, clarity, and extent to which a "least restrictive environment" was provided. Through interviews with implementors, a subsample of IEPs were further studied to determine the degree of implementation, types of support services needed, reasons for nonimplementation, and degree of goal attainment. Among findings were that both long-term goals and short-term objectives were poorly written and specified; that regular teachers were frequently not involved in the functioning of the assessment-placement committee, even when they were later required to implement suggestions made on the IEP; and that once plans were implemented, both the regular and special teachers were able to meet or exceed the criteria set on the objective in all areas except one (communication skills). (Author/SBH)

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INDIVIDUAL EDUCATIONAL PLANS, HOW WELL DO THEY WORK?

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ABSTRACT

This report describes a study conducted during the 1977-78 academic year. A causal-comparative research design was implemented in this study. A total of 265 Individual Education Plans (IEPS) were collected from 13 school districts in California. These districts represented Child Service Demonstration Centers, Master Plan, and other programs operating under traditional Special Education funding. The IEPS were developed by School Appraisal Teams (SAT, N=107), Educational Assessment Services (EAS, N=41), Admissions and Dismissal Committees (A&D, N=66), and unspecified committees.

The plans were evaluated by trained expert raters to determine their comprehensiveness, specificity, clarity, and the extent to which a "least restrictive environment" was provided. A subsample of IEPS: SAT (N=30), A&D (N=30), EAS (N=30), were further studied to determine the degree of implementation, types of support services needed, the reasons for non-implementation, and the degree of goal attainment through interviews with the implementors.

The major difference obtained, among the committees, was in the type of placement decision arrived at. The A&D most often specified the self-contained placement (12.1%), the SAT most often indicated a resource room (51.4%), and the EAS specified the integrated placement (56.1%).

In the area of specificity of IEPS, the results indicated a majority of commonalities among the committees, and no systematic differences. A number of IEPS were found to have common deficiences in certain areas. IEPS, irrespective of the committee, often failed to specify pupil grade level, principal language, percentage of regular class time, alternative placement considered, justification for the placement decision, and often did not contain the required consent signatures including the pupils' parents.

There was a wide variance observed in the procedures used by the committees even within category. This lack of uniform approach suggests the need for a handbook of standard operating procedures.

Both long-term goals and short-term objectives were poorly written and specified. Only 25% of the short-term objectives contained a behavior, situation, and criterion specification. Additionally, the plans lacked a specification of setting and formative evaluation procedures.

Differences were noted in the degree to which the Regular teachers (59%) and Special Education teachers (93.7%) were able to implement the suggestions provided on the IEP. Additionally, Regular teachers were frequently not involved in the functioning of the assessment-placement committee, even when they were later required to implement suggestions made on the IEP.

There was a high degree of relationship between the degree of implementation (R=.72) and pupil change. Once plans were implemented both the Regular teacher (70%), and Special teachers (82%) were able to meet or exceed the criteria set on the objective in all areas except one. Both sets of implementors had the greatest difficulty in reaching goals in the areas of oral and written language.

FOREWORD

Statement of Funding:

The study reported here was part of a program of research in Special Education carried out in thirteen California school districts.

The study was carried out during the academic year 1977-78, under the auspices of the Special Education Research Program, supported by Grant No. 77-37-B between the State Department of Education and Dr. Theodore G. Alper.

Disclaimer:

The full report is reproduced here in this form for distribution as a technical report under the grant, and in order to make complete findings available for others engaged in this research area. Results of this study are the sole responsibility of the investigator. Offical endoresement of the California State Department of Education is not implied.

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Theodore G. Alper, Ph.D.
Principal Investigator

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Review of Literature

Introduction

Pupil assessment-placement has always played a central role in the special education process (Dunn, 1973; Kirk, 1972). The Individual Educational Plan (IEP) aspects of PL 94-142 documents the latest set of Federal Regulations regarding the completion of the assessment-placement process.

Given the recency of the enactment of PL 94-142 (Oct, 1977), a great deal of literature has resulted that provides interpretations of specific aspects of the law, and puts forth some expert guidelines for dealing with the requirements of the law (Torres, 1976; Volkmer and Pasanella, 1976; Pasanella, Volkmer & Stem, 1977; Hayes & Higgens, 1978; Hudson & Graham, 1978; Harvey, 1978; Ballard & Zectel, 1977; Reynolds, 1978; Hayden & Edger, 1978; Husazi & York, 1978; Torres, 1978; etc.). In reviewing the literature the authors found considerable agreement among the various interpretations of the law and the suggestions supplied by the experts.

However, there is a lack of any literature that deals with the experimental evaluation of impact of various aspects of the IEP that might effect pupil change. Additionally, the only literature that was available regarding the quality of IEPS was based on personal reports from various personnel or subjective ratings of factors felt to be important in the IEP process.

Since the current literature review was so limited, the areas covered in this review were composed of those aspects that were felt by the authors to be important in defining the relationship between the IEP and the quality of special education programs for handicapped children. The following is a list of the areas reviewed:

The IEP: a definition
The IEP and the assessment process
Legal requirements for the IEP
Committee membership
Role and functions of key committee members

The IEP: A Definition

According to PL 94-142; an Individualized Education Program (IEP) is:

> A written statement developed in a meeting with a representative of the local Educational Agency, the teacher, the parent, and the child where appropriate. The written statement on each child includes documentation of decisions reached about the objectives, content, implementation, and evaluation of the child's educational program.

Abeson & Weintraub (1977) have provided the following definitions of key terms involved in the IEP:

> Individual: the program must be addressed to the needs of a single child, rather than the whole class.
>
> Education: the program is limited to those elements of the child's education that are specifically special education and related services.
>
> Program: the individual education program is a statement of what actually will be provided to the child, as distinct from a plan that provides guidelines from which a plan will be developed. (p.5)

The IEP is composed of the following two aspects (Pasanella,et.al.,1977):

1. The Total Service Plan or that plan which describes present performance levels, long-term goals, and annual objectives for both instruction and related services.
2. The Individual Implementation Plan which details short-term objectives, and specific strategies for educational placement (p.16)

The Total Service Plan is usually developed by the assessment-planning team, and the Individual Implementation Plan is developed by the implementors who work with the student on a daily basis.

It should be remembered that the IEP is not a binding contract between the teacher and the child. There are no liabilities imposed if the goals on the IEP are not achieved (Hayden & Edger, 1978; Bateman, 1977).

IEP Components: Legal Requirements

Figure 1 presents the IEP requirements listed in the Federal Regulations and the current or proposed State Regulations. Inspection of Figure 1 reveals that the California Education Code Regulations are more detailed in specifying the specific educational components, personnel responsible for implementation, and the rationale for placement.

Figure 2

IEP COMPONENTS

Federal Regs, 121a.346 (a)-(e)	Current Title 5's, 3154 (b) (1)-(9)	3154 (e) Proposed Title 5's, (12-22-77) (1)-(9)
(a) present levels of educational performance;	(1) pupil's present levels of educational performance,	(1) present levels of education functioning.
(b) annual goals, short term instructional objectives	(2) long-range goals and periodic objectives short-term objectives	(2) Educational goals and instructional objectives, (in terms of pupil performance.)
(c) specific special education and related services the extent to which the child will be able to participate in regular educational programs	(3) specific educational services including a description of: (A) special education and related services (B) special instructional media and materials (C) special physical education program (D) career and vocational education program (E) Anticipated timeline for provision of any service not immediately available	(3) specified educational services demonstrated to be needed by the individual, including a description of: (A) Timeline or schedule for provision of any needed services not immediately available (B) special education and related services (C) special instructional media and materials (D) Type of special physical education program, (E) career and vocational education program
(d) projected dates for initiation of services anticipated duration of the services:	(4) A description of the extent to which the pupil will participate in regular education programs.	(4) description of the extent to which the pupil will participate in general education programs.
(e) objective criteria and evaluation procedures and schedules for determining, whether the short term instructional objectives are being achieved.	(5) projected date of placement	(5) projected date of placement projected duration
	(6) rationale for the type of educational placement which the pupil will have	(6) rationale for incorporation of a least restrictive educational environment concept.
	(7) A list of the individuals who are responsible for implementation of the individualized education program	(7) A list of the individuals who are responsible for implementation (C) short-term objectives
	(8) objective criteria, evaluation procedured, and schedules for determining, at least annually, whether the instructional objectives are being achieved.	(8) objective criteria, evaluation procedures, and schedules for determining, whether the instructional objectives are being achieved.

The Assessment Process and the IEP

Greenfeld has formulated a model of the assessment process (1977) (Figure 2). A similar model was also presented by Carrol, Gurski, Hinesdale, and McIntrye (1978). The IEP is a written statement reflecting the information arrived at in Steps 4-7. However, the outcome of the IEP process is affected by both the steps the precede and follow Steps 4-7. Each of the steps involved in the assessment process are presented in order to clarify and delimit the role of of the IEP. It should be noted that the exact sequence of steps within this process is only suggested. Many procedures can occur concurrently as well as sequentially.

Prescreening level. A child is referred when he/she does not conform to the academic and or behavioral expectations of either teachers or parents, (Hudson & Graham, 1978) and a request is made that the child be considered by the assessment-placement (i.e. EAS, SAT, A&D) committee. Careful definition of the concerns of the referring individual in objective terms has been shown to be a key factor in the success of later interventions with the handicapped child (Bergan, 1977). Bergan found that agreement between the referring individual and the professional staff member was only arrived at in 40% of all the cases he surveyed. When this agreeement was lacking, a successful outcome was impossible.

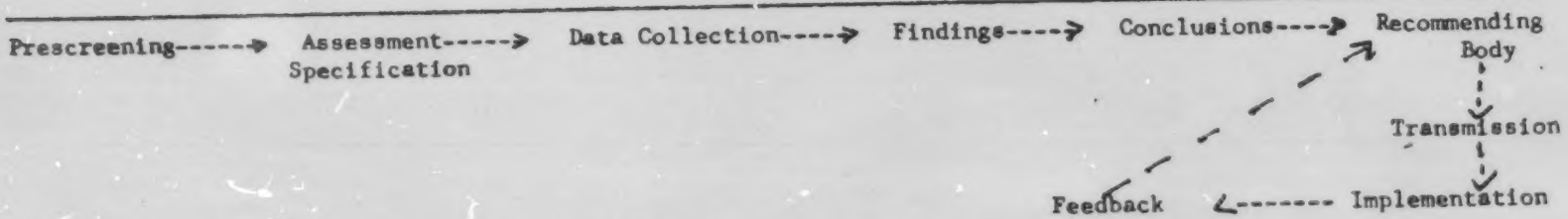
Higgens (1977) indicated the student's teacher should be seen as the primary resource in gathering referral data. Such data could include: learning style, mode of social interaction, obvious constraints or barriers to future learning, documentation of useful and non-useful intervention attempts, and present levels of performance.

Hudson & Graham (1978) derived the following list of functions that should be included in the referral information:

1. Assessment data (including formal and informal)
2. Academic skills (strengths and weaknesses)
3. Behavioral observations
4. Relationship of behavior to learning
5. Previous learning history
6. Previous instructional methods used
7. Previous instructional techniques used
8. Previous instructional materials used
9. Learning style
10. Inter-personal relationships
11. Unique learning needs
12. Related physical and sensory needs (p. 17)

Carrol et. al., (1978) have presented some excellent guidelines to follow in the prescreening stage.

Figure 2
The Assessment Process



Assessment specifications. The team considers the referral information provided from the prescreening level and decides on the appropriateness of the referral (Carrol, et.al.,1978). If the referral is considered appropriate then a formulation of assessment questions and resources takes place.

Different types of assessment procedures are considered at this level usually involving a combination of informal observations, formal observations, teacher judgment, norm-referenced tests and criterion referenced tests (Salvia & Ysseldyke, 1978). One of the central problems at this level relates to the type of assessment bias held by the professional involved (Quay, 1963; Bateman, 1968, 1977). A great deal of research has accumulated (Myers & Hammill, 1974; Goodman & Hammill, 1973; Mann & Goodman, 1976; Hammill & Larsen, 1974) that indicates the large majority of assessment procedures do not lead to educationally effective programs.

Issues relating to the reliability-validity of assessment procedures (Salvia & Ysseldyke, 1978) and cultural appropriateness of the assessment procedures (Carrol, et.al.,1978) also come into play at this level.

The issue of assessing for placement versus assessing for treatment is important also at this level (Greenfeld, 1977; Turnbull, Strickland & Hammer, 1978). Primarily, the concern is with determining whether a child is eligible for special education and related services. Therefore, instruments should be chosen in which the child's degree of discrepancy from expected levels of progress is reflected. Additionally, instruments should be chosen so as to match with the needs listed on the referral.

Parents need to be contacted at this level in order to obtain their permission to conduct a formal assessment to ensure due process. Hudson & Graham (1978) indicate the parents need to know the following information:

1. Why is the assessment being conducted?
2. Who will gather the assessment data?
3. What will the assessment include?
4. When will the assessment be completed?

Data collection. PL 94-142 (Sec. 121a 532, August 1977) indicates the following standards be met in conducting an assessment of needs:

> (a) Tests and other evaluation materials:
> (1) are provided and administered in the child's native language or other mode of communication; unless it is clearly not feasible to do so;

(2) have been validated for the specific purpose for which they are used, and
(3) are administered by trained personnel in conformance with the instructions provided by the producer;

(b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;

(c) Tests are selected and administered so as to best ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test accurately reflects the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where skills are the factors which the test purports to measure);

(d) No single procedure is used as the sole criterion for determining an appropriate educational program for a child;

(e) The evaluation is made by a multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of suspected disability;

(f) The child is assessed in all areas related to the specific disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

A review of California Title V Regulations Sec. 3153 reveals that there is a high degree of agreement between the State and Federal Regulations on these points.

Higgens (1977) presented the following seven standards regarding assessment in the IEP process, these were also reiterated by Pasanella (1977) and Bateman (1977):

1. Assessment information determines eligibility.
2. Assessment should be individualized according to the child's presenting behavior.
3. Assessment is a continuous process.
4. Assessment information is derived from multiple resources (i.e., academic, home and community).
5. Labels do not indicate performance levels.
6. Assessment should be culturally and linguistically unbiased. (See also Carrol, et.al.,1978)
7. Assessment should be sensitive to the child's handicapping condition.

Many experts (Higgens, 1977; Bateman, 1977; Salvia & Ysseldyke, 1978; Pasanella, 1977) have pointed out that in order to meet the aforementioned criteria the following assumptions must be met:

1. Assessment tools and procedures are sensitive and powerful enough to identify critical learning needs.
2. That needs can be stated in behavior terms and be measured.
3. That effective plans can be demonstrated by student progress of the lack of it.

However, at present many of the tools we use have not been proven to have adequate validity to assess the areas they are purported to measure. Additionally, needs in the area of social-emotional development are often difficult to behaviorally define, as are the needs in the area of abstract reasoning processes. Given the fact that many non-academic need areas are difficult to operationalize, there are resultant difficulties in measuring progress on these goals.

Expert opinion appears to be against a standard battery approach, and favors tailoring assessment to a child's needs. They propose considering the child's needs before deciding on the assessment instruments (Carrol, et.al., 1978). This provides a problem as sometimes our perception of the child's needs is based on an inaccurate view as to the nature of the problem (Bateman, 1978; Quay, 1973). For example, is the reading problem seen as a deficit in decoding skills, visual perception, auditory memory, or intersensory integration? Each of these deficit areas would require different instruments be utilized in the assessment process. The limited research that has been done does not support the diagnostic remedial approach. (Myers & Hammill, 1974; Goodman & Hammill, 1973; Salvia & Ysseldyke, 1978).

Findings. The data from the various resources are summarized at this point. Difficulties can arise because of the lack of agreement among the various data sources that are being considered. For example, tests that are normed on different populations will sometimes provide different estimates of grade level expectancy (Salvia & Ysseldyke, 1978).

It has been suggested that data be collated on a master worksheet that is divided into key curriculum areas or areas of functioning (Higgens, 1977; Carrol, et.al.,1978). If such a procedure is used, gaps in the materials can become evident and further assessments can be initiated so that a more complete picture arises. It is very possible, and even likely, that the assessment-

placement committee could require further information after their initial attempts to define the nature of the child's problem (Carrol, et.al.,1978). The basic rule is to collect only those data that are necessary to make a decision, but this is difficult to determine on an apriori basis.

Conclusions. The concern of the assessment-placement committee at the assessment level is the determination of the present levels of performance or of the needs and strengths. In order to facilitate the decision making process at this level, Hudson & Graham (1978) recommend the following steps be taken:

1. Focus on the reasons for referral.
2. Examine the student's present levels of performance and determine strengths or weaknesses.
3. Determine crucial areas of need.
4. Examine the crucial areas in relationship to the student's age, grade, rate of learning, and strengths or weaknesses.

It has also been suggested by Hayes (1978) that a list of curricular areas be utilized so that nothing will be omitted.

Professional judgments are the key aspect at this point in the IEP process. A consideration of all of the aforementioned points is necessary, and finally the committee must define what truly constitutes an area that may require special education and related services.

Recommending body. The assessment placement committee (i.e., EAS, SAT, A&D) evaluates the list of present levels of performance, the current and past attempts at ameliorating the child's problems, the special education alternatives, and tries to arrive at a decision regarding the child being considered.

The initial decision relates to the child's eligibility for special education and related services. The decision is based on a comparison between the child's present levels of performance and the criteria provided in the California Title V Regulations for the various categories of exceptionality. The emphasis in making this decision is based on the services needed by the child (NASDE, 1976).

A hierarchial consideration of the child's needs is important prior to making both the eligibility and placement decisions. The assessment-placement committee might find it useful to take into account the following criteria (NASDE, 1976) in prioritizing the needs list:

1. What are the priority parental concerns?
2. What are the priority teacher concerns?
3. What are the appropriate developmental sequences of tasks or behaviors?
4. What behaviors are most modifiable?
5. Are there any problems that are crucial? (p.30)

The hierarchial list is important in both consideration regarding placement and in determining priorities for remediation.

If it is determined at this point the child is not eligible for special education and related services, the assessment process ends here. The committee might refer the child for non-special education services to deal with the problems identified. In cases where the child appears to meet the criteria for special education and related services the process continues. It should be noted the parents have the right to challenge the decision regarding eligibility and all other later decisions.

Once a hierarchy of needs has been defined, annual goal statements should be derived for each need listed (Carrol, et.al.,1978). There can be multiple goals for each need listed. Hudson & Graham (1978) and Carrol, et.al., (1978) have proposed that the annual goals be stated in a behavioral manner (i.e., including a statement of behavior, the situation in which it will be evaluated, and the criteria) so that progress towards these goals can be monitored. It is difficult to predict what a child will be able to achieve within a year (Volkmer & Pasanella, 1977). Therefore, these estimates may have to be modified once the actual program is initiated.

Some useful handbooks have been prepared that list long term goals in a wide variety of areas (Stephens, 1978; STEP, 1977). These materials can provide the assessment-placement committee with a great deal of useful specific goals that can be applied at this phase.

The services needed for each annual goal must next be specified. (Carrol, et.al.,1978). These services can include educational, psychological, medical, and other procedures required to achieve the annual goal. Services should be specified without regard to their availability within the school district (Martin, 1977; Huges, 1978). Specific implementors and time lines for services are also detailed at this point.

The actual placement decision is next made and is based on a review of the placement alternatives. The committee should be open to creating options (NASDE, 1976). The key consideration is based on the concept of the least

restrictive program alternative (Edger, 1976). Edger indicated the following components should be considered in defining the least restrictive placement:

1. Staff expectations that are least restraining of student performance,
2. Most appropriate and inclusive educational opportunities for the child,
3. Opportunities to engage in a high number of normal living experiences,
4. A physcial setting that provides for optimal internal freedom,
5. A location in close proximity to non-handicapped peers, and
6. Interactional opportunities with non-handicapped (or less handicapped)peers. (p.1)

The committee must show cause if the child is being moved from a less restrictive to a more restrictive environment (Ballard & Zeitel, 1977; Huges & Higgens, 1978).

The parents role is very important and is legally required in the decision making process (Pasanella, 1977). Parents have the right to accept or reject the committee's recommendation and they must be informed of their right to appeal. Research (Yoshida & Fenton, 1978) has provided evidence that parents are often very unclear as to what has transpired at committee meetings, and have vague recollections as to the goals being pursued in their child's special education program. They have also been deprived of follow-up notices that summarize the meetings and copies of the IEPS that have resulted. Parents need to know they have the right to be represented by an advocate at the meeting as well.

In order to document the decision making process the IEP requires a discussion of the alternatives considered, the final selection made, and the rationale for the decision (Hudson & Graham, 1978).

At this point the Total Service Aspect of the IEP (Volkmer & Pasanella, 1977) has been completed. In some cases the Individual Implementation Plan has also been completed at this stage. However, many districts have found it cumbersome and unfeasible to require all the implementors to attend the committee meeting. Also, the implementors have required some time to work with the child before providing the detailed list of procedures that the Individual Implementation Plan necessitates.

Transmission. The procedures in this stage vary depending upon the composition of the assessment placement committee at the assessment stage.

If the receiving teacher and other implementors have been involved, then this stage might have been fulfilled previously. However, the main goal of this phase is the development of the Individual Implementation Plan. This consists of the short-term goals, specifying implementors, specification of special methods and/or materials, and the monitoring procedures.

The large majority of expert opinion (NASDE, 1976; Torres, 1978; Hudson & Graham, 1978) indicate the short-term objectives should be written by the implementors. Hughes (1977) has suggested that there be 3-4 short-term objectives/goals. He recommended these objectives be written in pupil terms, be measureable, stated specifically, and also should be realistic. In the affective domain Hughes indicated that objectives be written in terms of a percentage increase or decrease in the desired-undesired behavior, on a shifting criterion basis. The same handbooks produced by Stephens (1977, 1978), and the STEP Program (Cajon Valley, 1977) would provide a great deal of assistance in this area. Mager's (1964) classic book dealing with instructional objectives provides a basic starting point for training in this area.

The methods and materials necessary to specify include only those that are highly specialized (Geer & Torres, 1977). It is assumed that what is being offered the child can reasonably be expected to produce the objective (Abeson & Weintraub, 1977; Bateman, 1977); however, no guarantees are implied (Hayden & Edger, 1978). Bateman (1977) indicated that the IEP not require " a specification of how mastery will be demonstrated, specification of antecedent events, responses, correction procedures, consequent events, modifications, and daily evaluation" (p.8). Thus, it appears that the degree of detail required in the materials/methods area is very limited.

There is also an additional set of problems related to the specification of materials cited by Bateman (1977). Very few materials are based on a task analysis of the child's problem. Only a small sample of the materials indicate procedures to revise the teaching program based on a child's performance. Finally, materials have only infrequently been developed or tested on low performing children. The implementor must then play a very creative role in applying the clinical teaching model (Learner, 1976) if he/she is to be successful.

The IEP requires that the persons responsible for implementation, and the time lines for reaching objectives be set at this level as well. Carrol et. al., (1978) has suggested that beginning and ending dates for service, the percentage of time, and review dates be provided for each service listed on the

plan. This allows the coordinator to follow-up and determine if the plan is actually being implemented.

Finally, the evaluation criteria for the short-term objectives can also be set at this level. These criteria can be a natural outcome of the behavioral objectives set, or can be based on the application of criterion-referenced test procedures. There is no clear rule as to the frequency with which these objectives should be set, but Hudson & Graham (1978) suggest a period of 6-9 weeks.

Again, it should be noted that it has been suggested by Carrol (et.al., 1978) that both the Total Service and Individual Implementation Plans be formulated prior to a placement decision. In the author's experience, many districts reported this to be an unwieldly approach. The normative procedure appears to be first to set up the Total Service Plan, and then later to require the Individual Implementation Plan after the implementors have had a chance to work with the child.

Implementation. The major task during this stage is the implementation of the Individual Implementation Plans by the implementors. A majority of experts in the field of special education (Haying & Bateman, 1977; Learner, 1976; Bryqn & Bryan, 1977) suggest that a clinical teaching model be applied that consists of an alternating test-teach-test-evaluate sequence. Thus, instruction can change over time based on the continued collection of new data.

In order to facilitate the process the implementors need to become data collectors (Lilly, 1977; Hughes, 1977; Hudson & Graham, 1978; Volkmer & Pasanella, 1977). Given that they have specified student problems in performance terms, they can collect both pre-intevention and progress data. This data can be utilized to make decisions about the future course of instruction. A variety of measures including daily performance rates, trails to criterion, accuracy, and a simple check list for one time only activities can be utilized.

The role of the implementation coordinator is extremely important at this level. Duplication of efforts can be achieved if the coordinator is informed of the specific aspects that are taking place in each plan. Communication among implementors can also be facilitated if the coordinator has ongoing data regarding the success or difficulties arising. A 6-9 week reporting system has been suggested by Hudson & Graham (1978) as optimal for facilitating this coordination.

Carrol et.al., (1978) has indicated that parents can often be involved with the implementation process as well. This will help to lead to an increased degree of communication between the home and the school. It might also help to reduce the parents' feelings of isolation and the degree to which they perceive the reality of the remediation process.

Feedback. On an annual basis the assessment and planning team is required to meet and review the IEP for each child in special education. This review can be greatly facilitated if the on-going data collection suggested in the implementation step, is documented on some form of check list that records the specific objectives, date of accomplishment, modification made, and objective criteria. A suggested set of questions has been formulated for the annual review by Carrol et.al.(1978).

1. Is the child progressing as specified in the goal statements on the IEP?
2. Is the child approaching a point where he/she can exit to another program?
3. If the IEP does not seem appropriate, what adjustments are necessary?
   (a) goals and objectives?
   (b) time lines?
   (c) services/resources?
   (d) implementors?
   (e) strategies?
   (f) methods?
   (g) materials?
   (h) monitoring systems?

If any changes are to be made in the child's placement or in the IEP, a parental consent must be obtained at this time.

Summary. The IEP process outlined in this section is a detailed and exact one. There are many useful guidelines that provide even more extensive detail and these should be consulted. (Volkmer & Pasanella, 1977; Pasanella, Volkmer, Male & Stem, 1977; Carrol et.al, 1978). Obviously it takes time to do all this planning and it also takes a commitment to excellence. Hopefully, the necessary resources and personnel are available to comply with both the spirit and the letter of the law.

Committee Membership

This section details the required membership and functioning of the various special education committee that deal with the placement-assessment function.

In Non-master plan districts the Admissions and Dismissal Committee (A&D) usually functions as the sole body involved with assessment and placement. The Master Plan Districts have a two level process in their assessment-placement sequence. The School Appraisal Team (SAT) functions at the local school level and usually makes the initial assessments-placements for all children being considered for special education. The Educational Assessment Service (EAS) functions at the district level and usually makes the assessments-placements for children who require more restrcitive environments, or who need additional services beyond the SAT level. In actual practice, some Non-master plan districts have begun to utilize the SAT-EAS model in order to make the transition to the master plan approach. It is also true that within Master Plan districts some children would be seen at the EAS level, without first being considered at the SAT level.

The following sections detail the required membership and general role requirements for each of these committees. The order of presentation of these sections is as follows: SAT, EAS, A&D, Federal Requirements, and a summary comparison of the various committees.

SAT. The School Appraisal Team (SAT) determines the content of IEPS and makes placement recommendations for instruction and services in the school. The SAT may also make placement recommendations for pupils who require instruction at home.

The SAT committee membership must consist of the following (AB 1250-Sec. 56336.2 or California, Admin. Code, Title V, Sec. 3300-3900):

1. School principal or his/her administrative or supervisory designee.
2. Most appropriate special education teacher(s) or specialist.
3. Parent or representative selected by the parent.

The following individuals shall participate as indicated:

4. Regular teacher.
5. Those who have conducted assessments of the pupil if the results are significant to the development of the IEP.
6. The pupil, if capable of benefiting from the discussion.
7. Any other whose competence is needed.

EAS. The Educational Assessment Team shall determine the content of the IEP, and make placement recommendations for pupils who will attend a school program other than the pupil's normal school of attendance.

The EAS committee membership must consist of the following (AB 1250-Sec. 56336.2; California Admin. Code, Title V, Sec. 3300):

1. Program Specialist or Special Ed. Administrator.
2. Most appropriate special education teacher(s) or specialist.
3. Those who have assessed the pupil, if the results are significant for the development of the IEP (i.e. Psychologist, nurse, etc.)
4. The parent or representatives selected by the parent.

The following individuals shall participate as indicated:

5. Regular teacher if child leaving special ed.
6. Referring teacher.
7. Pupil, if capable of benefiting from the discussion.
8. Any other person whose competence is needed.

A&D. The Admissions and Dismissal Committee (A&D) has the responsibility to review pupil records to determine eligibility of pupils for admission to ghe program, develop the IEP, maintain records of the action taken, and review the annual progress of each pupil.

The A&D committee shall be composed of the following (California Admin. Code, Title V, Sec. 3442):

1. The administrator, in charge of special education programs or their designee.
2. A special education teacher.
3. A school nurse.
4. The school psychologist who has observed and examined the individual under consideration.
5. The parents or a representative selected by the parents, or both.
6. The pupil when appropriate.
7. Other appropriate persons may be added as necessary.
8. No member can serve in more than one category.

Federal Requirements. The minimal requirements for a committee according to Federal Regulations (121a.399) are as follows:

1. The representatives of the public agency, other than the child's teacher who is qualified to provide, or supervise the provision of special education.
2. The child's teacher.
3. One or both of the child's parents.
4. The child where appropriate.
5. Other individuals at the discretion of the parent or agency.
6. Evaluation personnel are required for the child who is being evaluated for the first time. Either a member of the evaluation team, or some other person who is knowledgeable about the evaluation procedures

and is familiar with the results of the evaluation must attend.

Committee Members Role/Function

The legally required membership of the assessment-placement (i.e. EAS, SAT, A&D) committee has previously been discussed. In this section the suggested roles played by each of the members are presented. Figure 3 (NASDE, 1976, p. 18) presents an overview of the composition of the committee and the role of each member. A comparison of this information with the composition of the committees specified by law reveals that the California State Regulations require fewer people at a minimum, but can encompass all of the individuals specified in Figure 3. Additional information concerning the roles of certain committee members is presented in the remainder of this section.

The Chairperson. (Sherr, 1977) is required to help present a clear-cogent picture of the child to the parents. They have a key role in informing parents of their rights in the special education assessment process.

It is important to note (Volkmer & Pasanella, 1977) that the Chairperson involve the parents at all steps to establish a dialogue between the school and the home. They can serve to help parents find additional resources and make sure the parents know their children have a "right" to services.

The Referring teacher. (Garcia & Pinketton, 1977) is often the regular classroom teacher. He/She should be able to present information on the child's current levels of performance, school adjustment, learning style, and attendance. Torres (1977) indicates the referring teacher should be able to document previous attempts to deal with the child's problem prior to referral. Both their role as information gatherer and implementor are important considerations.

The Receiving teacher. (Garcia & Pinketton, 1977) is often a special education or resource teacher. They should be able to describe the techniques that will be utilized to achieve the annual goals set. They can also be responsible for developing training programs to orient other educational staff members to the IEP process. The receiving teacher needs a good knowledge of the resources available in the school.

The parents are required to be involved in the decision making process but not in other areas (Sherr, 1977). However, they can assume an advocacy role and ask penetrating questions of the other committee members. They can also provide a wealth of valuable informal observations, previous intervention attempts, and can pose questions about the discrepancies between their own

observations and test scores (Winston, 1977). Unfortunately, the research indicates parents are usually involved in only reviewing student progress and are left out of these other roles (Yoshida & Fenton, 1978).

The Implementation liason. This position has also been called the Instructional Coordinator (Torres, 1978; Hudson & Graham, 1978). Their key role is to foster cooperation among regular education teachers and specialists. Given the complexity of many of the plans, one person is needed who can do follow-up and ensure suggestions are actually being done.

Figure 3

TABLE 3: Sample Distribution of Responsibilities of Committee Members

Title/Role	Responsibilities
Administrator	1. receive referral 2. appoint chairperson 3. recommend persons for committee membership 4. provide for inservice training for committee 5. make scheduling arrangements for committee members 6. provide resource materials needed by other members 7. provide information on capabilities of the school system 8. provide support for implementation 9. arrange support for implementer completion of IEP
Chairperson	1. facilitate total committee process 2. organize collection of pre-committee child evaluation data 3. coordinate committee activities 4. communicate with parents 5. arrange for interpreter/translator, if necessary 6. organize all forms and other materials 7. facilitate group decision-making 8. supervise record-keeping procedures 9. insure due process procedures 10. chair committee meetings 11. assign roles to other committee members
Parents/child	1. provide information concerning home situation 2. provide input for development of goals for the child 3. provide support for child evaluation and planning/placement
Referring Teacher(s)	1. provide objective and subjective information on performance 2. provide reality-based suggestions for development of IEP 3. provide reality check for suggestions of other committee members 4. provide summary of classroom assessment 5. provide recommendations for child evaluation needed
Receiving Teacher(s)	1. define capabilities and constraints of receiving situation 2. provide input for development of plan
Child Evaluation Coordinator	1. distribute/collect evaluation report forms to/from child evaluators 2. arrange further child evaluation as necessary 3. compile child evaluation information 4. make recommendations to committee based on compilation
Parent/Child Liaison	1. carry out all parent/child contacts required by law 2. counsel parents/child on their rights 3. conduct home visits 4. obtain parent/child signatures on appropriate forms 5. explain total process to parents
Implementation Liaison	1. monitor child's progress after implementation of IEP 2. submit progress reports to team members 3. coordinate implementation and monitor according to criteria set in IEP
Consulting Specialists	1. provide comprehensive analysis of child within area of expertise 2. provide specific information describing child's strengths and weaknesses 3. provide specific recommendations for placement/planning decisions 4. complete forms
Recorder	1. keep an accurate record of committee meetings 2. maintain a file of proceedings/decisions

Methods

Problem Statement

Currently, in the State of California Individual Educational Plans are generated by the following three types of committees: Admissions and Dismissal Committees (A&D), School Appraisal Teams (SAT), and Educational Assessment Services (EAS). This study was directed at answering the following research question:

> What are the differences in comprehensiveness, clarity-specificity, implementability, and pupil change among plans devised for students by A&D, SAT, and EAS committees?

Research Questions

Each of the aforementioned criteria were further defined in the following research questions in order to operationalize them for our study:

Comprehensiveness-specificity

1) What are the specific aspects reported on the IEPS of SAT, EAS, AND A&D committees?
2) What are the role-functions served by committee members on the SAT, EAS, and A&D?
3) What are the needs-strengths (present levels of performance) for students served by the SAT, EAS, and A&D committees?
4) What types of placement are made by the SAT, EAS, and A&D committees?
5) What types of long-term goals are proposed by the SAT, EAS, and A&D committees?
6) What types of short-term goals are proposed by the SAT, EAS, and A&D committees?

Ease of Implementation

7) What types of objectives are implemented by the SAT, EAS, and A&D committee?
8) What are the reasons for non-implementation of objectives?
9) What types of support are required to implement the objectives?

Relationship of implementation to changes in student achievement and adaptive behavior

10) What types of changes in pupil behavior resulted?
11) Was there any relationship between the changes in pupil behavior and other aspects of the IEP?

General Design and Procedural Sequence

The study followed a two-step data collection procedure. At the initial level an instrument was developed to gather information from the IEP document. The instrument covered information from the Total Service and Individual Implementation parts of the IEPS. It was designed to answer the research questions under the Comprehensiveness section. A total of 286 IEPS were coded using this form.

The second level of data collection utilized an interview format. This interview was designed to cover the research questions listed under the Ease of Implementation and Pupil Change areas. A subsample of 90 of the previously rated IEPS were followed-up in this manner.

Procedural Sequence

The following sequential steps were completed in this study:

1. IEP data collection form development. A review of the literature was completed to determine the characteristics specified by the Federal law, California State Regulations, and expert opinions required for an IEP. The instrument was revised three times in order to provide for an adequate form to collect the initial data. The final form of the instrument was subjected to a pre-data collection trial in order to determine if the format was comprehensive enough and reliable enough for the actual data collection.

2. Initial sample selection. Seventeen school districts were contacted to determine their willingness to participate in the study. Of those contacted, 13 agreed to participate. A more complete description of the sampling procedures is presented in a following section.

3. Site-visits for IEP data collection. During the months of Nov.-Feb. (77-78) each of the thirteen sites were visited by the project

data collection staff. At each site the school district provided the research staff with an unbiased sample of IEPS for coding. The IEP instrument allowed for the tabulation of all of the information presented by the Total Service and Individual Implementation Plan. Twenty IEPS were randomly selected by the research staff from the population presented in each district. These twenty were then coded on the IEP form. A total of 286 IEPS were rated in this manner.

4. Interview form development. The research staff developed an interview form to determine the degree of implementation of the suggestions in 90 of the IEPS that were previously rated. This form is described more fully in the instruments section.

5. Selection of interview sample. The 90 plans for follow-up interviews were randomly selected from the IEPS previously rated. A random sample of 30 plans each was chosen from each of the A&D, SAT, and EAS samples.

6. Collection of interview data. The study interviewers visited each site to interview the plan implementors for each IEP in the follow-up sample. Individual interviews were conducted for the personnel specified as implementors on the plans.

7. Data analysis. Procedures for coding all of the data from the initial IEP data gathering, and the follow-up interviews were developed. The data was key punched and computer analyzed.

Sample Selection

District. The sample sites were selected to represent IEPS gathered by Master Plan (MP), Child Service Demonstration Center (CSDC), and non-specially funded school districts (Other). Both the MP and CSDC districts were randomly selected from the total population of districts in that category. The other districts were selected on a stratified basis in order to represent

urban, suburban, and rural locales.

Participation in the study was on a voluntary basis. Five districts decided not to participate because they felt there would be problems in gaining parent approval, given the requirements of confidentiality of students records in PL94-142. All other districts contacted were willing to work with us and gathered the required parent approval forms.

The final sample consisted of the following districts:

1. Master Plan (N=3)
   a. Stanislaus County
   b. Placer Union School District
   c. Tulare County

2. CSDC (N=2)
   a. Alameda Unified School District
   b. Castro Valley Unified School District

3. Other (N=8)
   (Urban)
   a. Oakland Unified School District
   (Suburban)
   b. Berryessa School District
   c. Morgan Hills School District
   d. Vista School District
   e. Fountain Valley School District
   f. Vallejo School District
   (Rural)
   g. Lake County Schools
   h. Glen County Schools

IEPS. At each of the Master Plan and Other school district sites, the personnel gave us a minimum of 20 IEPS for the research staff to rate, so as to balance the sample for Master Plan and CSDC students.

The study staff requested that the IEPS which we were presented should be chosen so as to represent a range of efforts. It was our judgment that this request was complied with, as the IEPS presented ranged from very complete to very incomplete at each site.

The final samples of IEPS collected from each type of program were as follows: Master Plan N=60, CSDC N=60, and Other N= 145. These plans were

further classified as to their generating body. The sample included (N=107) generated by SAT, (N=91) generated by EAS, (N=66) generated by A&D, and (N=51) generated by an unspecified committee.

Districts were requested to provide IEPS composed of the Total Service Plan (TSP), and Individual Implementation Plan (IIP). At many sites the districts presented us with IEPS that only contained either the TSP or the IIP aspects of the IEP. The IEP rating instrument required both the TSP and IIP to gather complete information. This does not indicate that the missing data was not available in some other location, but that it was not available when we collected our data. Therefore, our sample of plans approximate what a site-visit evaluation team might have seen for the districts we visited. In at least one of the districts visited, implementors who were responsible for developing the IIP, did not have access to the TSP.

A second factor that changed the nature of the IEPS we viewed was the relative recency of PL 94-142. Many districts had relatively little time to gear up or to provide in-service training for their staff members. In some districts the personnel who wrote IEPS had no previous training in the legal requirement for such plans. Additionally, during the Fall Quarter of 1977 there were many questions about what an IEP should include, even in locales where the staff was generally well trained (Rating started in Nov. 1977). A result of this was a generally poor compliance in certain aspects of IEPS. These aspects will be highlighted later in the data analysis section. In summary, it is the researchers opinion that our data accurately reflects the early 1977-78 implementation of IEPS in California, but that many districts improved their plans as the academic year wore on.

Interviews. The 214 IEPS identified by committee types that were collected and quantified by the research staff were the populaton from which the interview sample was selected. These IEPS were categorized by their generating body so that the following populations of IEPS were utilized in selecting the interview sample: A&D (N=66), SAT (N=107), EAS (N=241).

Each of the IEPS in these groups was assigned a number and then a table of random numbers was utilized to select the final follow-up population. A total subsample of 105 were selected (35 from each of the EAS, SAT, and A&D populations). This provided 30 for the main sample, and 5 each for a replacement sample in every group. As a result fo student attrition due to pupil movement, the actual IEPS sampled consisted of the following: EAS (N=31), SAT (N=27), and A&D (N=28).

Instruments

The following data collection instruments were developed and utilized by the research staff in the current research study:

IEP data collection form. The instrument we utilized to gather the data from the IEPS was developed during the period of July-October, 1977. This time span is important as decisions regarding the exact content of the form were dependent upon the general understanding of the IEP process at the time. The criteria we utilized to develop this instrument were derived from numerous resources such as PL 94-142; AB 1250; Torres (1976); Volkmer & Pasanella (1977); Pasanella, Volkmer, Male & Stem (1977); etc. The form was revised three times to reflect changes in the law that occurred over the instrument developed phase.

The IEP data collection form was developed at a time when there was still much uncertainty about the exact legal requirements for IEPS. Given this unstable set of regulations, the research staff decided to utilize an

empirical model for the study. A strategy was selected that would allow the collection of all the aspects covered on the IEPS we viewed without utilizing subjective ratings. Since it was not clear what really was important, it was decided to suspend our judgments and to let the data speak for itself. There were some "expert" opinions as to what an IEP should include, but all of these lacked an empirical basis for their point of view. Thus, the IEP instrument we developed is a data collection form and not a rating instrument. However, the information gathered on it can be compared with sets of criteria and ratings could be made based upon its contents. Alone, it provides a summary of the information rather than a quantifiable quality rating. A rating form was developed and is described in the products section of this report based partly on information from the IEP data collection form.

The form was devised to cover the two major aspects of an IEP, the Total Service Plan (TSP) and Individual Implementation Plan (IIP). The following section provides a definition of each of these parts of an IEP and the specific areas on our data collection form that corresponds to the TSP and IIP:

1. Total Service Plan (TSP)

This describes present performance levels, long term goals, annual objectives for both instruction and related services, and recommends placement. The information required for the TSP was listed on Pages 1-4 of the IEP data collection form The specific areas covered on these pages is as follows:

a) Page 1. Pupil identification, committee membership, role/function of each committee member.

b) Page 2-3. Identification of pupil needs-present

levels of performances, source of information for pupil needs.

c) Page 4. Long term goals, placement alternatives considered, placement and decision reached, rationale for placement, duration of placement, degree of pupil integration in regular education.

2. Individual Implementation Plan (IIP)

This details the short term objectives and specific strategies for education intervention. The specific information required for the IIP was listed on Page 5 of the IEP data collection form. The specific areas covered on this page is as follows:

a) Page 5. Short term goals, specification of responsible personnel for implementation, location of implementation program, time required, methods specified, materials specified, and evaluation procedures.

Appendix A presents a copy of the IEP data collection form.

In the actual rating of each IEP the staff utilized multiples of Page 5 because we sampled 5 short-term objectives/form. Therefore, there could be as many Page 5's as there were short term objectives.

The reliability of the instrument was initially determined at a pre-data collection trial, The research staff rated IEPS from a sample of 20 that were supplied by the San Ramon School District. Once it was determined the form was comprehensive enough to detail all the aspects of an IEP, inter-rater reliability data was gathered. A minimum of .80 level of inter-rater agreement (agreement ÷ agreements + disagreements) was achieved on all reliabilit

ratings on the data collected for the study.

The validity of the IEP data form is essentially defined on "face" validity basis. The goal was to devise an instrument that could cover all aspects of an IEP. In devising the form, it was decided that there were a number of sources for possible criteria, and designed the form so that all different formats could be covered. The form has met this criterion in our data collection trials.

The predictive validity of each aspect of the form was derived as a result of this study. A multiple-regression model was utilized to determine those aspects of an IEP that lead to greater degrees of implementation-pupil change.

Finally, the discriminant validity of the form was devised from the comparison of plans written at the EAS, SAT, and A&D levels. A compilation of those aspects of an IEP that lead to implementation/pupil change and discriminate among forms written at different levels should lead to a data based, valid approach to rating IEPS.

Interview form. The IEP interview form was devised during the months of October 1977-Feb. 1978. This form was designed to provide data on the degree of implementation, degree of pupil change, the reasons for implementation, the reasons for non-implementation, the evaluation procedures utilized, the degree of match between the IEP and teacher perceptions, and the types of support implementors felt they needed in working with learning handicapped pupils.

The format of the instrument was a structured, forced-choice questionnaire for a majority of the questions. In a few places, those dealing with perceived pupil needs and degree of integration in regular programs, the data gathered was based on an unstructured approach. See Appendix 3 which is a

copy of the interview format.

There were no data gathered regarding the reliability or validity of the form. Given the structured nature of most of the questions, a standardized approach was required which ensured some reliability. However, in actual practice the interviews were observed in-situ prior to embarking on the formal data collection and procedures were clarified at that time. A manual was also provided that allowed only minimal individual variation as well.

Data Collection Procedures

IEP data collection. Prior to beginning the actual data collection on the IEPS, a manual was prepared for the IEP Data Collection form. The manual contained descriptions of each of the sections of the IEP with definitions of the terms. This manual is availiable upon request from the research director.

At each site visited the research staff was presented with a population of IEPS that were generated by the A&D, SAT, and EAS committees. The number of IEPS presented for viewing varied, but they always contained at least 20 forms. As previously mentioned, given the wide variety in the completeness and the quality of the forms, the samples presented appeared unbiased.

The raters selected an IEP form from the ones provided and would then code the data on the IEP data collection form. The guide was used to clarify any questionable areas, but the staff were free to ask each other questions about procedural matters. Given the fact that the intent was not to rate, but to classify the information on the IEP accurately, the questions helped to increase the accuracy of the data collection.

Reliability data was collected at certain sites by having two of the research staff quantify the same IEP on different sets of forms independently. When reliability data was gathered no questioning was allowed. The

reliability data gathered indicated a minimum of .80 level of inter-rater agreement achieved on all trials. This was a stringent criterion, as agreement was defined by requiring the same code in the same exact space on the form, and agreement on uncoded areas was not counted. The same procedure is used in most observational research, or in situations where observation data is used as a dependent measure in a treatment study.

When 20 IEPS were rated on the forms, the data collection procedure for the site was completed. The only exceptions to this rule were in the Alameda and Castro Valley samples. We returned a second time to rate 10 additional forms in order to increase the sample size in the CSDC group.

Results

The data gathered and the methods employed in their analysis are presented in this chapter. The results are presented in an order that reflects the research questions listed in the methodology area.

The results presented in the following sections were derived from a computer analysis of both the IEP and interview data. The SPSS (Nie, Bent, & Hull, 1970) program was utilized to determine percentage of occurrence, mean occurrence, standard deviations, chi^2 values, and F values for the appropriate dependent variables. All obtained values were compared to tabled values for the appropriate degrees of freedom to determine their significance.

Question 1: What are the required aspects that are included on IEPS by the SAT, EAS, and A&D committees?

The data presented in this section were derived from the IEPS. Both the Total Service Plan and Individual Implementation Plan were analyzed to generate the data.

Table 1

Mean Percentages of IEPS that Specify Required Components

Requirement	Mean %
Committee type	87.4
Student's age	100
Grade level	61.9
Principal language	10.9
Committee functions	95.3
Needs (Present levels of Performance)	89.3
Strengths (present levels of Performance)	65.5
Long-term goals	94.9
Short-term goals	76.8
Placement	83.8
Percentage of Regular Class time	59.2
Implementors	80.6

Table 1 presents the Mean Percentages of Specific Requirements that were included in the IEPS of all the committees. Inspection of Table 1 indicates that

Principal language (10.9%) was the least frequently specified component in the area of the student's demographic information. The areas of Student grade level (61.9%), student strengths (65.5%), and Percentage of regular class time (59.2%) were also left out on a large percentage of IEPS.

Table 2.

Mean Percentages of IEPS that Specify the Required Components From the SAT, EAS, and A&D Committees

	SAT	EAS	A&D
Requirement	Mean %	Mean %	Mean %
Committee functions	100	97.7	100
Needs (Present levels of Performance)	88.9	97.7	97.5
Strengths (Present levels of Performance)	69.2	75.0	71.3
Long-term goals	87.8	100	95
Short-term goals	72.9	90.9	73.8
Placement	78.6	81.8	92.5
Percentage of Regular Class Time	68.2	59.1	56.3
Implementors	87.8	77.2	71.3

Table 2 presents the Mean Percentages of Specific Requirements that were included in the IEPS for the SAT, EAS, and A&D committee. Inspection of Table 2 indicates that the committees did not differ significantly in the percentages that specific requirements were indicated on the IEPS.

Question 2: What are the roles and functions served by committee members on the SAT, EAS, A&D?

The data presented in this section were derived from both IEPS and the interviews. The data derived from the IEP describes those functions which were somewhere listed on the IEP form. Some of the functions including assessment, planning, and consenting would have been completed by the time the IEP was generated. The remaining functions including implementing, evaluating, and coordinating, would be prescribed functions. As such they were to be carried out after the IEP went into effect. Thus, the functions reported in the implementing, evaluating, and coordinating section were assigned, but there was no evidence on the

IEP they were carried out.

The interview data was collected from the regular, resource teachers, and special education teachers after the IEP had been in effect six months. They were more knowledgeable about the implementing, evaluating, and coordinating functions as they were actually carried out. Their recall of the assessments, planning, and consenting functions may have been less adequate.

Assessment

Table 3

The Percentages of Functions Listed on the IEP for Committee Members Overall

	Assess	Plan	Implement	Evaluate	Coordinate	Consent
Resource Teacher	0.5	33.2	42.5	10.7	0.9	50.5
Principal	0.5	34.6	34.6	0.5	0.9	58.4
Parent	0.5	35.5	9.3	1.4	0.5	69.2
Regular Teacher	0.0	18.2	38.3	10.3	0.5	35.5
Psychologist	8.4	25.2	0.5	0.0	0.0	46.7
Aide	0.5	0.9	8.4	0.5	0.0	0.5
Nurse	0.0	0.0	0.5	0.0	0.0	27.6
Speech	3.7	7.9	9.8	1.4	0.0	11.7
OT/PE	0.0	0.0	1.4	0.0	0.0	0.0
Child	0.0	5.6	2.8	0.9	0.0	11.2
Sp. Ed. Teacher	3.7	23.4	27.1	12.6	0.9	34.6

Table 3 presents the Percentages of the Assessment Functions Listed on the IEP for each committee member across all the committee. The assessment function included the determination of needs-present levels of performance, and the specification of long term goals. Inspection of Table 3 reveals that the assessment functions were most often fulfilled by the Psychologist (8.4%), Speech therapist (3.7%), and the Special Education teacher (3.7%). It should also be noted the IEP overall did not include a great deal of specification of assessment personnel (e.g., less than 10% overall).

Table 4

The Percentages of Assessment Functions Listed on the IEP for the SAT, EAS, A&D, and the Overall Committee Percentages

Personnel	SAT	EAS	A&D	All Committees
Resource Teacher	0.0	2.4	0.0	0.5
Principal	0.0	0.0	1.5	0.5
Parent	0.0	0.0	1.5	0.5
Regular Teacher	0.0	0.0	0.0	0.0
Psychologist	0.9	0.0	25.8	8.4
Aide	0.0	0.0	1.5	0.5
Nurse	0.0	0.0	0.0	0.0
Speech	0.0	0.0	12.1	3.7
OT/PE	0.0	0.0	0.0	0.0
Child	0.0	0.0	0.0	0.0
Special Education Teacher	3.7	0.0	6.1	3.7

Table 4 presents a comparison of the assessment functions reported on the IEP, served by the committee members on the SAT, EAS, and A&D. The Psychologist (25.8%) and the Speech therapist (12.1%) played a significantly higher proportional role in assessment on the A&D compared to the other committees. All other comparisons were not significant. Again, it should be noted that the large majority of plans did not report the responsible assessment personnel.

Table 5

The Percentages of Assessment Functions Reported on the Interviews for Members of the SAT, EAS, A&D and Overall Committee Percentages

Personnel	SAT		EAS		A&D		Total	
	No.	%	No.	%	No.	%	No.	%
Speech	7	54	4	31	2	15	13	5.4
Special Ed. Teacher	25	30	31	37	28	33	84	35
Resource Teacher	8	32	12	48	5	20	25	10.4
Psychologist	20	41	7	14	22	45	49	20.4
Parent	1	100	0	00	0	00	1	.9
Regular Teacher	19	54	10	29	6	17	35	14.6
Aide	0	00	4	80	1	20	5	2.1
Other	7	25	9	32	12	43	28	11.2

Table 5 presents the Percentages of Assessment Functions Recorded on the Interviews, served by committee members on the SAT, EAS, A&D. Overall, the

Special Education teacher (35%), and the Psychologist (20.4%) were reported to perform a majority of the assessment functions. There were no significant differences among the committees reported on the interviews.

Comparison of the results obtained from the IEP and interviews indicated the Psychologist served a consistently higher percentage of assessment functions. However, the significant differences that existed between committees were not confirmed on the interviews. The interview data also indicated that both Regular and Special Education teacher reported doing more assessment than was shown on the IEPS.

Planning

Table 6

The Percentages of Planning Functions Listed on the IEP for the SAT, EAS, A&D and the Overall Committee Percentages

Personnel	SAT	EAS	A&D	All Committees %
Resource Teacher	44.9*	17.1	24.2	33.2
Principal	56.8	10.8	32.4	34.6
Parent	32.7	29.3	43.9*	35.5
Regular Teacher	26.2*	9.8	10.6	18.2
Psychologist	18.7	19.5	39.4*	25.2
Aide	1.9*	00.0	00.0	0.9
Nurse	00.0	00.0	00.0	00.0
Speech	4.7	14.6*	9.1	7.9
OT/PE	00.0	00.0	00.0	00.0
Child	10.3*	00.0	1.5	5.6
Special Ed. Teacher	15.0	17.1	40.9*	23.4

Note. * Significant difference at the .05 level.

Table 6 presents the percentage of instances reported on the IEP which the committee members were involved in planning functions. The planning function involved prioritizing the needs-long term goals, weighing the special education alternatives, making a selection of special education-related services, and providing a justification for the committees choice. The overall majority of planning were done by Parents (35.5%), Principals (39.6%), and Resource teacher (33.2%).

A comparison among the committees indicates that the SAT involved more individuals in the planning function than the EAS or A&D. The A&D committee utilized the Psychologist (39.4%), Parent (43.9%), and Special Education teacher (40.9%), significantly more often in the planning role than the other two committees. The SAT utilized the Resource teacher (44.9%), Principal (56.8%), Regular teacher (26.2%), Child (10.3%), and the Aide (1.9%) significantly more often. The EAS committee required the services of the Speech Therapist (14.6%) in a significantly higher proportion of cases than the other committees.

Table 7

The Percentages of Planning Functions Reported on the Interviews for Members of the SAT, EAS, A&D and Overall Committee Percentages

Personnel	SAT		EAS		A&D		Total	
	No.	%	No.	%	No.	%	No.	%
Speech	2	18	4	36	5	45	11	4.8
Special Ed. Teacher	25	30	32	38	27	32	84	36.3
Resource Teacher	7	30	11	48	5	22	23	9.9
Psychologist	5	63	1	13	2	25	8	3.4
Parent	9	82	1	9	2	18	11	4.7
Regular Teacher	17	36	15	32	15	32	47	20.3
Child	2	66	00	00	1	33	3	1.0
Aide	3	14	18	82	1	4	22	9.5
Other	16	52	9	38	13	25	31	13.4
Program Specialist	1	100	00	00	00	00	1	00.0

Table 7 presents the percentages of planning functions reported on the interviews for the committee members on the SAT, EAS, and A&D. The Special Education teacher (36.3%), the Regular teacher (20.3%) were most often employed in a planning role overall. There were no significant differences reported in a comparison among the committees in the planning roles played by their members derived from the interviews. The interviews also indicated that the Psychologist does less planning than was shown on the IEP.

Implementation

Implementing involved developing short-term goals, selecting methods and or materials and carrying out the Individual Implementation Plans.

Table 8

The Percentages of Implementation Functions Listed on the IEP for the SAT, EAS, A&D and Overall Committee Percentages

Personnel	SAT	EAS	A&D	Total
Resource Teacher	54.2*	22.0	36.4	42.5
Principal	56.8*	10.8	32.4	34.6
Parent	14.0	2.4	6.1	9.3
Regular Teacher	36.4	53.7	31.8	38.3
Psychologist	0.9	00.0	00.0	0.5
Aide	15.9*	2.4	00.0	8.4
Nurse	00.0	2.4	00.0	0.5
Speech	5.6	12.2	15.2	9.8
OT/PE	0.9	00.0	3.0	1.4
Child	5.6*	00.0	00.0	2.8
Special Ed. Teacher	17.8	41.5*	33.3	27.1

Note.* Significant difference at the .05 level.

Table 8 presents the percentages ofinstances reported on the IEP which the committee members were involved in implementing plans. The majority of implementingtation functions were carried out by Resource teachers (42.5%), Regular teachers (38.3%), and the Principal (34.6%). Designated instructional specialists such as Nurses, Psychologists, Occupational, and Physical therapists did very little implementation (e.g. less than 1.4%). The SAT committee involved both the Aide (15.9%) and the Child (5.6%) significantly more often in implementation. The EAS involved the Special Education teacher (41.5%) significantly more often than the other committees.

Table 9

The Percentages of Implementation Functions Reported on the Interviews for Members of the SAT, EAS, A&D and Overall Committee Percentages

Personnel	SAT		EAS		A&D		Total	
	No.	%	No.	%	No.	%	No.	%
Speech	2	22	4	44	3	33	9	3.6
Special Ed. Teacher	16	20	34	43	29	37	79	31.5
Resource Teacher	5	24	12	57	4	19	21	8.4
Psychologist	0	00	1	33	2	66	3	1.1
Parent	6	66	1	11	2	22	9	3.6
Regular Teacher	23	38	23	38	14	23	60	23.9
Aide	9	29	21	57	1	3	31	12.4
Other	13	35	10	27	14	38	37	14.7
Child	2	100	0	00	0	00	2	0.07

Table 9 presents the percentages of implementation functions reported on interviews for committee members on the SAT, EAS, and A&D. The implementers most frequently reported were the Special Education teacher (31.5%), and the Regular teacher (23.9%). There were no significant differences reported in a comparison among the committee in the implementation roles played by their members.

A comparison of the IEP and interview data indicate that the Special Education teacher appeared to become more important in the actual implementation process and the Regular teacher had a fairly consistant level on both data sources. The principal's role diminished greatly.

Evaluation

Table 10

The Percentages of Evaluation Functions Listed on the IEP for the SAT, EAS, A&D and the Overall Committee Percentages

Personnel	SAT	EAS	A&D	Total
Resource Teacher	11.2	2.4	15.2	10.7
Principal	00.0	2.4	00.0	00.5
Parent	1.9	0.0	1.5	1.4
Regular Teacher	11.2	17.1	4.5	10.3
Psychologist	None Checked			
Aide	0.9	0.0	0.0	0.5
Nurse	None Checked			
Speech	00.0	0.0	4.5*	1.4
OT/PE	00.0	0.0	0.0	0.0
Child	1.9	0.0	0.0	0.9
Special Ed. Teacher	3.7	19.5	22.7*	12.6

Note. * Significant difference at the .05 level.

Table 10 presents the percentages of instances reported on the IEP which the committee members were involved in evaluating the outcomes of the plans. Evaluation consists of determining is short-term enabling objectives are being met, and measuring the timeliness of progress towards long-term goals. The majority of the evaluation functions were delegated to the Special Education teacher (12.6%), Resource teacher (10.7%), and Regular teacher (10.3%). With the exception of the Speech teacher (1.4%), no other designated instructional specialists were designated to perform the evaluation function. The Special Education teacher was significantly more involved in evaluation on the EAS, A&D, and the Speech Therapist was more involved in evaluation on the A&D committee.

Table 11

The Percentages of Evaluation Functions Reported on the Interviews for Members of the SAT, EAS, A&D and Overall Committee Percentages

Personnel	SAT		EAS		A&D		Total	
	No.	%	No.	%	No.	%	No.	%
Speech	2	18	4	36	5	45	11	4.4
Special Ed. Teacher	24	28	35	41	27	31	86	34.6
Resource Teacher	8	29	16	57	4	14	28	11.2
Psychologist	1	9	5	45	5	45	11	4.4
Parent	3	43	2	29	2	29	7	2.8
Regular Teacher	19	37	16	31	17	32	52	20.9
Aide	7	39	10	55	1	06	18	7.2
Other	14	42	9	27	11	33	33	13.3
Child	2	100	0	00	0	00	2	0.08

Table 11 presents the percentages of evaluation functions reported on the IEPS for committee members on the SAT, EAS, and A&D. Inspection of Table 11 reveals that the Special Education teacher(34.6%) and the Regular teacher (20.9%) were reported as being more involved in evaluation of IEPS.

A comparison of IEP and interview data indicates that Special Education teachers, Regular teachers, and Resource teachers were consistently reported to

be more involved in IEP evaluation than other staff members.

Coordination

Table 12

The Percentages of Coordination Functions Listed on the IEP for the SAT, EAS, A&D and the Overall Committee Percentages

Personnel	SAT	EAS	A&D	Total
Resource Teacher	0.9	0.0	1.5	0.9
Principal	0.9	2.4	0.0	0.9
Parent	0.9	0.0	0.0	0.5
Regular Teacher	0.9	0.0	0.0	0.5
Psychologist	0.0	0.0	0.0	0.0
Aide	0.0	0.0	0.0	0.0
Nurse	0.0	0.0	0.0	0.0
Speech	0.0	0.0	0.0	0.0
OT/PE	0.0	0.0	0.0	0.0
Child	0.0	0.0	0.0	0.0
Special Ed. Teacher	0.0	0.0	0.9	0.9

Table 12 presents the percentages of instances reported on the IEP which specified the committee members who were involved in coordinating the functions of other staff members. Coordination involved developing a working relationship between Parents, Specialists, and Regular teachers. It also included making sure that efforts are not being duplicated and that goals are being addressed. Overall coordination was an activity that was either not recorded on the IEP, or was not often a prescribed staff function. In the small number of instances in which it was specified, the Resource teacher (0.9%), Special Education teacher (0.9%), and Principal (0.9%) were indicated at the responsible staff members. There were no significant differences among the committees obtained.

Table 13

The Percentages of Cooridnation Functions Reported on the Interviews for Members of the SAT, EAS, A&D and Overall Committee Percentages

Personnel	SAT		EAS		A&D		Total	
	No.	%	No.	%	No.	%	No.	%
Speech	5	36	3	21	6	43	14	4.6
Special Ed. Teacher	24	30	34	38	31	35	89	29.6
Resource Teacher	7	30	12	52	4	17	23	7.6
Psychologist	12	30	3	8	25	62	40	13.3
Parent	10	63	1	6	5	31	16	5.3
Regular Teacher	23	37	16	25	24	38	63	21
Aide	5	38	8	62	0	00	13	4.3
Other	14	37	8	21	16	42	38	12.6
Child	3	75	0	00	1	25	4	1.3

Table 13 presents the percentages of coordination functions reported on the interviews for committee members on the SAT, EAS, and A&D. Inspection of Table 13 reveals that the Special Education teacher (29.6%), and Regular teacher (21%) performed the majority of coordination functions. There were no significant differences among the committees obtained.

Consent

Table 14

The Percentages of Consent Functions Listed on the IEP for the SAT, EAS, A&D and the Overall Committee Percentages

Personnel	SAT	EAS	A&D	Total
Resource Teacher	61.7*	36.6	40.9	50.5
Principal	69.2*	43.9	50.0	58.4
Parent	76.6	58.5	63.6	69.2
Regular Teacher	34.6	19.5	47.0*	35.5
Psychologist	38.3	41.9	62.1*	46.7
Aide	0.9*	00.0	00.0	0.5
Nurse	22.4	7.3	48.5*	27.6
Speech	4.7	17.1	19.7*	11.7
OT/PE	00.0	00.0	00.0	00.0
Child	15.0	00.0	12.1*	11.2
Special Ed. Teacher	28.0*	29.3	48.5*	34.6

Note. * Significant difference at the .05 level.

Table 14 presents the percentages of instances reported on the IEP which specified the committee members who were involved in the consenting function. This function was defined as approving the IEP and/or the placement decision made by the committee. Overall, the majority of consent functions were served by Parents (69.2%), Principal (58.4%), Resource teachers (50.5%), and Children (11.2%).When compared to the other two committees, the A&D committee had significantly higher prcentages of Psychologists (62.1%), Special Education teachers (48.5%), Nurses (48.5%), Regular teachers (47.0%), and Speech Therapists (19.7%).

Question 3: What are the differences among the SAT, EAS, and A&D committees in the types of needs indentified for learning disabled children?

The data reported in this section were derived from both the IEPS and interviews. The needs specified on the IEPS were based on the assessment-placement committee's initial determination of the student's ability levels. The data derived from the interviews presents the perceptions of the Special Education teachers, Resource teachers, and Regular teachers. These individuals were interviewed following a minimum of six months working with the students. The interview data prvides a measure of both the accuracy of the committee's initial assessment as well as a measure of the consistency of needs-strengths across time.

The following discussion is reported in order of the various areas of need-strength reported on the IEP and interviews.

Table 15

Ten Most Frequently Mentioned Needs from Entire Needs List Among Committees

1. Mathematics (54.2%)	6. Attention/Concentration (20.1%)
2. Reading (54.2%)	7. Peer Relations (18.7%)
3. Spelling (52.8%)	8. Task Completion (18.7%)
4. Decoding (33.2%)	9. Computation (18.2%)
5. Visual-Motor Expression (25.7%) (Handwriting)	10. Reading Comprehension (15.4%)

Table 16

Ten Most Frequently Mentioned Areas of Strength from Entire Needs List Among Committees

1. Peer Relations (12.1%)	6. Mathematics (2.8%)
2. Adult Relations (9.8%)	7. Conception (2.3%)
3. Gross Motor (5.6%)	8. Physical Activity (2.3%)
4. Task Completion (5.6%)	9. Attention/Concentration (2.3%)
5. Cooperation (5.1%)	10. Verbal Expression (2.3%)

Tables 15 and 16 list the most frequently specified needs and strengths on all of the IEPS reveiwed. These tables were derived from Appendix C which list all the needs recorded. Needs in the areas of Mathematics (54.2%), Reading (54.2%), and Spelling (52.8%) were most frequently indicated across all the committees. Strengths were indicated on 65.5% of IEPS. The most frequent areas of strength were Peer Relations (12.1%), and Adult Relations (9.8%).

Academic skills. Inspection of Appendix C reveals that significant differences in the needs reported on the IEPS existed among the committees in the Mathematics, Reading, Reading Decoding, Reading Comprehension, Spelling, and Social Studies areas. The SAT reported significanlty fewer needs in Mathematics and Reading. The A&D committee reported significantly less needs in the Decoding area.

Health/Physical activity. Inspection of Appendix C reveals that the SAT reported significantly more needs in the Gross Motor area.

Social-Emotional/Adaptive behavior. Inspection of Appendix C reveals that the A&D reported significantly more needs in the areas of Peer Relations and Self-esteem.

Modality. Inspection of Appendix C reveals that significant differences in the needs reported on the IEPS existed among the committees on the Verbal Expression. Short-term Visual Memory, Long-term Visual Memory, and Long-term Auditory Memory areas. The EAS reported significantly fewer needs in the Verbal EXpression areas.

Needs Before-After

A comparison of the data presented in Table A with data derived from the interviews revealed that Reading was rated as a high priority need on both the IEPS and interviews. The areas of Attention/Concentration, Peer Relations, and Task Completion become even more important needs on the interviews.

Question 4: What are the differences among the SAT, EAS, and A&D committees in the types of placements decided upon for learning disabled children?

The data reported in this section were derived from the IEPS.

Table 17

Placement Decisions Reached

Setting	SAT	EAS	A&D	Total
	%	%	%	%
Regular Classroom	6.5	00.0	4.5	4.7
Resource	51.4*	14.6	36.4	39.7
Consultation	00.0	00.0	1.5	0.5
Integrated	11.2	56.1	28.8	25.2
Diagnostic	00.0	00.0	00.0	00.0
Self-Contained	2.8	4.9	12.1*	6.1
Homebound	00.0	00.0	00.0	00.0
Non-public day	00.0	00.0	00.0	00.0
Residential	00.0	00.0	00.0	00.0
Career/Voc.	00.0	00.0	1.5	0.5
Other	9.3	4.9	24.2	13.1

Note. * Significant difference at the .05 level.

Table 17 presents the percentages of the placement decisions reached by the SAT, EAS, A&D and overall committees. Inspection of Table 17 reveals the most highest frequency placements overall were in the Resource room (39.7%) and Integrated (25.2%). The integrated placement is a part-time regular class and part-time special class situation. Inspection of the IEPS indicated that 79% of them contained the placement decision and only 28% indicated the alternative placements that were considered. Both of these aspects are required by law to be included in an IEP.

Comparison of the committees indicated that the A&D was most likely to specify a Self-contained classroom (12.1%). The EAS specified an Integrated program the most frequently (56.1%), and the SAT was most likely to specify a Resource room (51.4%). Previous research has shown the integrated program to be the least expensive option to operate (Guevara & Bower, 1976), but it was also found to be the least liked by the staff (Guerin & Szatlocky, 1974)

Table 18

Percentages of Time Spent in Regular Class for IEPS Developed by SAT, EAS, A&D and Overall Committees

Committee	Mean Percentage
SAT	61.47
EAS	38.08*
A&D	52.02
Overall	54.13

Note. Difference significant at .05 level.

Table 18 presents the percentage of time spent in the regular class by pupils who were assessed by the SAT, EAS, A&D and overall committees. Inspection of Table 18 reveals that IEPS produced by the EAS committee provide for significantly less regular class that those written by either SAT or A&D. It should be noted that the percentage of regular class time was only reported in 52.1% of the IEPS reviewed overall.

Question 5: What are the differences among the SAT, EAS, and A&D committees in the type of long term goals identified for learning disabled students.

The data reported in this section were derived from both the IEPS and Interviews.

Overall Percentages

Table 19

Percentages and Frequency of Long Term Goals for All Committees

Area	Percentage	Number
Reading	38.4	286
Computation	19.5	145
Communication Skills	16.4	122
Community Adjustment	13.3	99
Self-concept	4.5	34
Perceptual Motor Coordination	3.2	24
Health and Hygiene	2.4	18
Reasoning	2.0	15

Table 19 presents the frequency and percentages of goals specified by area on the IEPS overall. Inspection of Table 19 reveals that the highest percentages of goals fell in the Reading (38.4%), Math Computation (19.5%), Communication Skills (16.4%), and Community Adjustment (13.3%) categories. The Community Adjustment area covered the need areas of interpersonal relationship skills; classroom behaviors related to compliance, task attending, and task completion.

Teaching Techniques

Data collected from the Special Education teachers and the Regular teachers during the interviews revealed that behavior modification was the most hightly utilized technique for both groups in reaching goals (Special Education 82.4%; Regular 84.6%). Special Educators next favored modality based approaches (71.4%), while Regular teachers utilized those procedures less (38.5%). Both groups found counseling techniques (Special Education 70.3%, Regular 76.9%), and traditional approaches (Special Education 65.9%; Regular 89.6%) useful.

Comparisons among committee indicated that programmed instruction was most often utilized by Special Educators working with an SAT committee. Traditional approaches were significantly more frequent on Special Educators working with an A&D committee.

Evaluation

Interview data indicated that both Special Educators and Regular teachers most often utilized observation (Special Educators 89%; Regular 89.7%) as an Evaluation technique. Teacher-made tests were next most favored by both groups as well (Special Educators 86.8%, Regular 71.8%). Special Education teachers found standardized tests next most useful (82.4%), while the Regular teachers utilized parents as evaluators (48.7%).

Comparisons among the committees indicated that there were no significant differences for Regular Educators in evaluation. Special Educators tended to utlize parent feedback significantly more when working with an IEP completed by an A&D committee.

Question 6: What are the differences in the quality of short term objectives written by SAT, EAS and A&D committees.

The data reported in this section were derived from the Individual Implementation Plan (IIP) part of the IEP. Short term objectives, derived from the IIPS, were divided into nine categories (i.e. reading, computation). A seperate analysis was made of the objectives falling in each of these categories. The following discussion reports on the specific aspects of the objectives written in the Reading (N=349), Computation (N=199), Communication (N=183), and Community Adjustment (N=93) areas. These areas were chosen because they were the highest four categories of short-term objectives specified on the IIPS.

Specificity

Table 20

The Percentages of Objectives Written by the Committees that Include Specific Aspects of Behavioral Objectives

Aspects	Reading	Communication	Community Adj.	Computation
	%	%	%	%
Behavior,	27,8	27.3	37.6	29.6
Behav., Criterion	17.5	19.1	15.1	21.6
Beh., Crit., Situation	14.0	11.5	8.6	7.0
Beh., Crit., Sit., Time	10.3	12.0	1.5	11.1
All Other Combinations	30.4	30.2	29.2	30.6

Table 20 presents the percentages of objectives in the four major areas that included specific aspects of a behavioral objective. Inspection of Table 20 reveals that the objectives continued the major aspects necessary (e.g. behavior, criterion, situation) between 10.1-24.3% of the time. The majority of objectives (27.3%-37.6%) included only a specification of the behavior.

Comparisons among the committees revealed that the EAS commiittee developed objectives that specified significanlty fewer of the aspects necessary (e.g. behavior, criterion, situation) to provide for a complete objective.

Implementors

Table 21

Mean Number of Implementors and Percentages of Objectives that Specify Implementors

Area	SAT		EAS		A&D		Overall	
	Mean	%	Mean	%	Mean	%	Mean	%
Reading	1.25	94	1.10	49	1.05	67	1.19	79
Computation	1.30	89	1.06	41	1.08	67	1.21	72*
Communication	1.43	93	1.10	53	1.12	67	1.30	78*
Community Adjust.	1.50	76	1.44	37	1.31	56	1.45	61

Note. * Significant difference at .05 level.

Table 21 presents the mean numberof implementors and the percentages of short-term objectives that specified implementors. There were significant differences in the means for the Computation and Community areas. The SAT committee developed short-term objectives that included a specification of the implementor

on a larger percentage of cases compared to the EAS and A&D.

Setting

Table 22

The Percentages of Objectives that Specify Setting

Area	SAT	EAS	A&D	Overall
	%	%	%	%
Reading	21	30	15	21
Computation	20	18	13	17
Communication	18	28	17	20
Community Adjustment	26	37	19	26

Table 22 presents the percentages of short-term objectives that specify the setting in which they were implemented. The data from all of the objectives indicates only a small percentage of short-term objectives (range 17-26%) indicated a specific setting.

Materials

Table 23

Mean Numbers of Materials and Percentages of Objectives that Specify Materials

Area	SAT		EAS		A&D		Overall	
	Mean	%	Mean	%	Mean	%	Mean	%
Reading	2.07	58	1.93	79	2.07	71	2.04	65
Computation	1.81	69	2.06	100	1.91	67	1.91	74*
Communication	1.72	18	2.16	28	1.36	17	1.83	20*
Community Adjust.	2.00	04	2.29	37	1.67	22	1.80	16

Note. * Significant difference at the .05 level.

Table 23 presents the mean number of materials and the percentages of short-term objectives that specified materials. There were significant differences in the means for the computation and communication areas. The EAS committee developed shortterm objectives that included a specification of the materials in a larger percentage of cases compared to the SAT and A&D.

Methods

Table 24

Mean Numbers of Materials and Percentages of Objectives that Specify Methods

Area	SAT		EAS		A&D		Overall	
	Mean	%	Mean	%	Mean	%	Mean	%
Reading	1.57	37	1.43	68	1.42	34	1.50	40
Computation	1.23	49	1.50	59	1.24	33	1.30	46
Communication	1.69	31	1.48	64	1.19	46	1.46	42
Community Adjustment	1.74	64	1.68	87	1.20	74	1.60	71

Table 24 presents the mean numbers of methods and the percentages of short-term objectives that specify methods. The EAS committee developed short-term objectives that included a specification of the methods for implemention in a larger percentage of cases compared to the SAT and A&D.

Formative Evaluation

Table 25

Percentages of Objectives that Specify Formative Evaluation

Area	SAT	EAS	A&D	Overall
	%	%	%	%
Reading	4	00	16	7
Computation	4	3	6	5
Communication	8	11	19	12
Community Adjustment	11	00	00	5

Table 25 presents the percentages of short-term objectives that specified formative evaluation procedures. The overall committee percentages were very low (range 5-12%). The A&D committee specified more formative evaluation in the Reading and Communication areas. The SAT committee was the only one that specified any formative evaluation in the Community Adjustment area.

Summative Evaluation

Table 26

Percentages of Objectives that Specify Summative Evaluation

Area	SAT	EAS	A&D	Overall
	%	%	%	%
Reading	76	91	73	77
Computation	71	85	67	72
Communication	82	75	64	74
Community Adjustment	49	90	85	68

Table 26 presents the percentages of short-term objectives that specify summative evaluation procedures. The EAS committee developed short-term objectives the specified the highest percentages of Summative Evaluation in all areas except Communication. It should be noted that Summative Evalution was utilized in a much larger percentage of short-term objectives (range 49-77%) than Formative Evaluation (range 5-12%).

Question 7: What types of objectives are implemented by the SAT, EAS, and A&D committe?

The data in this section were derived from the interviews with the Regular and Special Education teachers. The interviews were done with the implementors of the short-term objectives listed on 90 of the IIPS in the follow-up subsample. Each implementor was questioned about all of the short-term objectives listed on the IIP for each student in the subsample. Their responses were quantified on the following scale: implemented greater than stated, implemented as stated, implemented less than stated, and not done. The teachers were also questioned about their reasons for non-implementation of objectives and the types of support Services needed to implement the objectives. The data in the following tables is reported for the objectives in the most prevalent short-term objective categories.

Regular Teacher

Table 27 presents the percentages and frequencies that short-term objectives were implemented by the Regular teacher. Inspection of Table 27 indicates that overall the Regular teacher implemented 59% of the objectives. The EAS committee was the least likely to have their short-term objectives implemented (54.9%- not done). Both the SAT and A&Dcommittees were able to implement their short-term objectives either greater than stated, or as stated approximately 55% of the time. See Page 53 for Table 27.

Special Teacher

Table 28 presents the percentages and frequencies that short-term objectives were implemented by the Special Education teacher. Inspection of Table 28 reveals that overall the Special Education teacher implemented short-term objectives greater than stated or as stated more than 75% of the time. The SAT committee had the most objectives which were either implemented less than stated or not done (33.3%). See Page 54 for Table 28.

Question 8: What are the reasons for non-implementation of objectives?

The data in this section were derived from interviews with the Regular and Special Education teachers who implemented the short-term objectives. For each objective that was not implemented, the teacher was requested to specify a reason from the following list: goals unclear, lack of materials, lack of supervision, lack of time, child negative, and not responsible for the objective.

Regular Teachers

Regular teachers reported one principal reason why the short-term objectives were not implemented. In 87.6% of the cases surveyed, the Regular teachers indicated they were not responsible for working on the objective. Occasionally (10.7%) the Regular teachers reported the child was negative to the technique, and rarely (1.5%) they indicated that the objective was unclear.

Table 27

The Extent to Which Objectives were Implemented by the Regular Teachers

	Greater than Stated				As Stated				Less than Stated				Not Done			
	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Reading	6.2	5.0	8.3	6.2	25.0	35.0	50.0	35.0	6.2	10.0	0.0	6.2	62.5	50.0	41.6	52.0
Computation	7.6	0.0	14.2	5.7	23.0	42.8	57.1	37.1	23.0	42.8	57.1	8.5	61.5	42.8	28.5	34.2
Communication Skills	12.5	7.1	0.0	8.8	12.5	28.5	75.0	26.4	18.7	14.2	0.0	14.7	56.2	50.0	25.0	50.0
Community Adjustment	50.0	0.0	40.0	11.7	25.0	88.0	20.0	70.5	0.0	12.0	0.0	8.8	25.0	0.0	40.0	8.8
Total	11.7	2.5	12.5	7.9	19.6	50.6	43.7	41.7	13.7	16.8	12.5	9.2	54.9	29.8	31.2	41.0

Table 28

The Extent to Which Objectives were Implemented by the Special Teacher

	Greater than Stated				As Stated				Less than Stated				Not Done			
	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Reading	40.0	14.6	31.5	28.9	37.5	51.2	63.1	52.1	17.5	29.2	3.5	15.2	5.0	4.8	1.7	3.6
Computation	25.8	17.6	13.7	19.3	61.5	47.0	79.3	62.5	7.6	5.3	10.3	7.1	5.1	29.4	6.8	11.2
Communication Skills	14.8	9.0	20.0	14.4	48.1	59.1	65.0	56.5	22.2	31.8	5.0	20.2	14.8	0.0	10.0	8.6
Community Adjustment	25.0	0.0	11.1	12.5	50.0	68.7	77.7	75.0	25.0	25.0	11.1	25.0	0.0	6.2	0.0	3.1
Total	27.9	11.4	22.8	21.3	49.1	55.2	66.9	57.2	16.1	25.0	5.9	15.0	6.7	8.3	4.2	6.3

Special Teachers

The Special Education teachers also reported their major reason for non-implementation was again that they were not responsible for working on the objective. The only other reason indicated was a lack of time to attempt the objective.

Question 9: What types of support are required to implement the objectives?

The data in this section were derived from the interviews with the Regular and Special Education teachers who implemented the objectives. Each of these teachers were asked what types of additional support they would have requested for each objective. The results are reported for the highest frequency short-term objective categories.

Regular Teacher

Table 29 presents the support services and materials requested by the Regular teacher to implement the short-term objectives. Inspection of Table 29 reveals that overall the major support requested by the Regular teacher was in the area of assistance from the Special Education teacher (41.2%), or Resource Teacher (19.1%). Parents were occasionally (9.5%) requested as a necessary support by Regular teachers as well. This was especially evident in the area of Community Adjustment (95.4%), which dealt with peer relationships, adult relationships, classroom behavior, task completion, and attending. See Page 56 for Table 29.

Special Teacher

Table 30 presents the support services and materials requested by the Special Education teacher to implement the short-term objectives. Inspection of Table 30 reveals that overall, the major support requested by the Special teacher was in the Other category (58.3%). This category included aides, help from the Regular teacher, and a support team. Special teachers also requested materials (19.1%) and parental assistance (12.2%) to assist them in the implementation of

Table 29

Support Requested by Regular Teachers In Order to Implement the Objectives

	Reading				Computation				Communication Skills				Community Adjustment				Total
	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Materials	0.0	12.5	0.0	4.7	0.0	16.6	0.0	5.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7
Resource Specialist	0.0	25.0	20.0	19.0	0.0	33.3	22.2	22.0	0.0	0.0	50.0	23.0	0.0	12.5	0.0	9.1	19.0
Special Ed. Teacher	100.0	25.0	50.0	47.6	100.0	0.0	33.3	33.3	100.0	75.0	0.0	46.1	0.0	12.5	100.0	36.3	41.2
DIS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychologist	0.0	0.0	0.0	0.0	0.0	16.6	0.0	5.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5
Parent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	0.0	7.6	0.0	62.5	0.0	45.4	9.5
Other	0.0	37.5	30.0	28.5	0.0	33.3	44.4	33.3	0.0	0.0	50.0	23.0	0.0	12.5	0.0	9.1	25.3

Table 30

Support Requested by Special Teachers In Order to Implement the Objectives

	Reading				Computation				Communication Skills				Community Adjustment				Total
	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Materials	15.0	29.2	25.0	24.7	16.6	25.0	44.4	24.4	8.3	21.4	16.6	15.6	0.0	0.0	0.0	0.0	19.1
Resource Specialist	0.0	0.0	3.1	1.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	3.1	0.0	0.0	7.1	2.8	1.4
Special Ed. Teacher	5.0	4.8	0.0	3.2	4.1	0.0	0.0	2.1	8.3	0.0	0.0	3.1	11.1	0.0	0.0	2.8	2.9
DIS	0.0	0.0	3.1	1.0	0.0	0.0	0.0	0.0	25.0	0.0	0.0	9.3	0.0	0.0	0.0	0.0	1.4
Psychologist	0.0	2.4	6.2	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	0.0	35.7	17.1	4.4
Parent	0.0	4.8	12.5	6.4	16.6	16.6	11.1	15.5	0.0	7.1	50.0	12.5	8.3	22.2	35.7	22.8	12.2
Other	80.0	58.5	50.0	60.2	62.5	58.3	44.4	56.5	58.8	64.2	33.3	56.2	83.3	66.6	21.4	54.2	58.3

short-term objectives. See Page 57 for Table 30.

Question 10: What types of changes in pupil behavior resulted?

The data in this section were derived from interviews with the Regular teachers and Special Education teachers who implemented the objectives. Each teacher was questioned seperately about each objective implemented and responded with a rating form the following scale: exceeded criteria, met criteria, did not meet the criteria. These results are reported for the highest frequency short-term objective categories.

Regular Teacher

Table 31 presents the percentages of short-term objectives that were implemented and exceeded criterion, met criterion, or did not meet criterion as reported by Regular teachers. The criteria specified in the short-term objectives in the Reading, Computation, and Community Adjustment categories were reported as exceeded or met in at least 70% of the cases. The major area of difficulty was Communication Skills as 52.9% of the objectives implemented in this area were reported as not meeting criterion. See Page 59 for Table 31.

Special Teachers

Table 32 presents the percentage of short-term objectives that were implemented and exceeded criterion, met criterion, or did not meet criterion as reported by the Special Education teacher. Overall, 82% of the objectives implemented were reported to have exceeded or met criterion by the Special Education teachers. The major area of difficulty was communication skills as 18% of the objectives implemented, in that area, were reported to have not met criterion. See Page 60 for Table 32.

Question 11: What was the relationship between the degree of implementation and the degree of pupil change and various aspects of the Individual Implementation

Table 31

The Percentage of Objectives that Exceeded, Met, or did not Meet Criterion as Reported by Regular Teachers

	Exceeded				Met				Not Met			
	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	42.8	0.0	40.0	27.2	42.8	50.0	60.0	50.0	14.2	50.0	0.0	22.2
Computation	33.3	0.0	100.0	37.5	66.6	37.5	0.0	31.1	0.0	62.5	0.0	31.1
Communication Skills	28.5	13.3	66.6	35.2	14.2	6.6	0.0	11.7	57.1	26.6	33.3	52.9
Community Adjustment	0.0	22.4	66.6	26.0	100.0	38.8	33.3	43.3	0.0	38.8	0.0	30.6
Total	31.5	15.3	68.7	31.1	42.1	35.8	25.0	35.1	26.3	57.5	6.2	33.7

Table 32

The Percentage of Objectives that Exceeded, Met, or did not Meet Criterion as Reported by Special Teachers

	Exceeded				Met				Not Met			
	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total	EAS	SAT	A&D	Total
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	35.1	12.8	30.6	26.4	48.6	53.8	61.2	55.2	16.2	33.3	8.1	18.4
Computation	32.4	23.0	30.0	30.0	59.4	61.5	60.0	60.0	8.1	15.3	0.0	10.0
Communication Skills	12.5	4.5	22.2	12.5	58.3	59.1	61.1	59.3	29.1	36.3	13.6	28.1
Community Adjustment	22.2	0.0	23.0	14.5	66.6	64.7	76.9	68.7	11.1	35.2	0.0	16.6
Total	27.5	9.8	28.1	22.7	56.8	58.2	62.7	59.3	15.5	31.8	9.0	17.9

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Plan?

The data in this section were analyzed to determine if there was any relationship between the quality of the Individual Education Plan, and the degree to which short-term goals were implemented and/or the pupils achieved the goals set for them. A number of independent (predictor) variables were derived from both the Total Service Plan and the Individual Implementation Plan. The following list defines each of the predictor variables that were evaluted:

1. Committee type: Was the Plan generated by the SAT, EAS, or A&D committees?
2. Persons x Functions: How many people were specified on the IEP as being involved in assessing, planning implementing, etc.
3. Numbers of Low Areas: How many areas were specified as deficits or needs?
4. Number of High Areas: How many areas were specified as meeting expected level of achievement or above the expected level of achievement?
5. Number of Highs and Lows: How many needs and strengths were specified overall?
6. Number of Categories: How many types of areas were covered by the long-term goals (i.e. Reading, Communication Skills, Math etc.?)
7. Number of Long-term Goals: What was the total number of long-term goals specified?
8. Number of Short-term Objectives: What was the Total Number of short-term objectives specified?
9. Placement Type: What was the type of placement specified on the IEP (i.e. Regular Class, Resource room, integrated program, etc.)
10. Percentage of Integration: What percentage of time did the pupil spend in the regular class?
11. Number of Implementors: How many personnel were specified as implementors for short-term objectives?
12. Percentage of Match Needs/Long-term Goals: What percentage of needs were covered by long-term goals?
13. Percentage of Match Needs/Short-term Goals: What percentage of needs were covered by short-term goals?

The following list defines the dependent criterion variables that were utilized:

1. Mean Degree of Implementation: What degree of implementation was achieved across all of the short-term objectives specified on the IIP?
2. Mean Degree of Outcome: What degree of pupil change was achieved across all of the short term objectives specified on the IIP?

A step-wise multiple regression program was utilized to determine the relationship between the predictor and criterion variables. Initially, a correlation matrix among all of the variables was computed to define the most likely predictor variables for inclusion in the step-wise multiple regression. A total of 83 subjects were utilized in this analysis. These subjects were derived from the follow-up sample, as both data from the IEP and interviews were available. The remaining subjects from the interview sample (N=3) were excluded because they were missing too many predictor variables to be included.

Prediction of Implementation

Table 33

Mean, Standard Deviation, Correlation, Variance Explained, F Value, and B Weight for Predictor Variables of Implementation

Variable	Mean	S.D.	R	R^2	F Value	B Weight
Match Needs/Short-term Goals	53.76	24.55	33.6	11.32	5.62*	.62
Number of Highs	2.76	1.88	6.6	3.68	3.79*	5.40
No. Short-term Objectives			-18.16	4.01	3.28*	-2.65
(Constant)						170.59

Note.* Significant at the .05 level.

Table 33 presents the results of the multiple-regression analysis for the predictor variables of implementation. The major variable for degree of implementation derived was the degree of match between needs and long-term goals. This variable accounted for 11% of the variance in implementation. The resulting multiple regression equation, for all of the significant predictor variable obtained a multiple correlation of .43 and explained 19% of the variance for implementation overall.

Prediction of Pupil Change

Table 34

Means, Standard Deviations, Correlations, Variances Explained, F Values and B Weights for Predictor Variables of Pupil Change

Variable	Mean	S.D.	R	R^2	F Value	B Weight
Degree of Implementation	2.02	.55	.64	.41	55.41*	.50
Committe Type			.40	.11	42.11*	39.38
No. of Long-term Goals	3.89	1.79	-.15	.01	21.31*	-2.73
Number of Implementors	1.55	1.08	.01	.00	.05	.80
(Constant)						94.98

Note. * Significant at the .05 level.

Table 34 presents the results of the multiple regression analysis for the predictor variables of pupil change. The major predictor variable for pupil change derived was the degree of implementation. This variable accounted for 41% of the variance in pupil change. The resulting multiple regression equation for all significant predictor variable obtained a multiple correlation of .72 and explained 52% of the variance in pupil change.

Conclusions

This research project was directed at defining the differences among Individual Educational Plans written by School Appraisal Teams, Educational Assessment Services, and Admissions- Dismissal Committees. The research was conducted during the 1977-78 academic year, the initial year during which the Individual Education Plan requirement was mandated. Given the recency of the enactment of the IEP, a majority of school districts were unsure about the requirements of the law. During the course of this research study, the investigators observed a general improvement in the IEPS written at each site. However, the results reported in this section reflect upon plans written prior to November, 1977. Thus, the investigators feel these results represent rather conservative estimates of the quality of IEPS overall.

The discussion of the results section is divided into major subheadings that reflect the significant findings of this investigation. A majority of the discussion is directed at the findings in regards to the overall quality of IEPS irrespective of the committee type. This is based on our findings that showed a majority of commonalities among the committees. Thus, both the strengths and deficit areas on IEPS are most often found on all plans irrespective of committee type.

The initial part of the discussion delineates the discrepancies found on the IEPS in our sample compared to Federal Law, California State Regulations, and expert opinions. This is followed by a section that details suggested procedures that should increase the quality of IEPS and increase the likelihood of successful outcomes. Finally, a procedure for evaluation of IEPS is presented.

Pupil Indentification Information

1. Principal language. The IEPS we surveyed specified the

pupils' principal language only 11% of the time. Given the legal requirement that the assessment process be culturally appropriate, this data is extremely important. Without this information it is extremely difficult to determine if the assessment was done in an unbiased manner.

2. Grade level. The IEPS surveyed specified the pupils' grade level only 65% of the time. This information provides a necessary basis to determine the appropriateness of the pupil's placement and the degree of discrepancy of the pupil's present levels of performance.

It was also felt, by the investigators, that the number of years in school should be specified as many exceptional pupils have been retained or have not begun attending school at the usual time. Thus, the number of years in school would also help to determine the appropriate placement and degree of discrepancy.

Committee Functions

1. Assessment. The IEPS specified the committee members responsible for gathering the assessment datain approximately 10% of the plans surveyed. This is a legal requirement in plans where the child is being initially placed in special education. This also does not allow for the determination of the qualifications of the responsible staff member. When assessment is done, it is supposed to be completed by a qualified staff member.

2. Consent. The parents signature approving the IEP, and/or the placement decision was only present on approximately 70% of the sample surveyed. The percentages of other committee members consenting were even lower (range .5%-58%). The law requires that both parents and committee members approve both the IEP and the placement decision. Any deficiencies in this aspect are significant.

3. Coordination. The large majority of IEPS did not specify who was responsible for the coordination of the committee, nor did they specify the coordinator of the implementation process. The interview data clearly supported the necessity for a designated coordinator. The law requires a committee coordinator and expert opionion suggests an implementation coordinator. This deficit led to later confusion as to who was responsible.

4. Evaluation. Evaluation was also infrequently specified on the IEPS (e.g. less than 12.6%). Evaluation of pupil progress on at least an annual basis is a requirement of the law. Such an evaluation is based upon data gathered both on a formative and summative basis. Evaluations were indicated but as later reported, were mainly of a summative (i.e. pre-post) nature.

5. Child participation. The child was included in certain settings a large majority of the time, while in other settings the child was never included on the committee. The law requires the child be included where appropriate. Obviously, a set of criteria developed to determine when it is appropriate to include the child is necessary.

Needs/Strengths

1. Strengths. Areas in which a pupil performed adequately or had a strength were reported on only 66% of the IEPS surveyed. Such data allows the teacher-implementor to make determinations as to situations in which the pupil can be placed in integrated settings, as well as allows for comprehensive development of plans.

2. Reading. Among all the areas of need specified on the IEPS of the Learning Handicapped surveyed, Reading was a top priority. Thus, remedial reading or corrective reading approaches appear to be an area of major focus for pre-service and in-service training of special education personnel.

3. Attention-Concentration, Task Completion, Peer Relations.

These areas were very frequently specified in the interviews as being important needs for the Learning Handicapped pupils. They were even more frequently cited in the interviews as specific needs than on the IEPS. Thus, it appears once the implementor begins to work with the Learning Handicapped pupil, special attention and assistance was given to inteventions in these areas. Consideration of these areas during the assessment-placement process appears to be of even greater importance than it is currently being given. Additionally, it should be noted that problems in attention-concentration and peer relations are currently being given much more attention in the professional literature that deals with Learning Handicapped (Bryan & Bryan, 1978; Hallahan & Kaufman, 1976).

Placements

1. Alternatives considered. Only 28% of the IEPS listed the range of special education alternatives considered prior to a placement decision. PL 94-142 requires the child be placed in the least restrictive environment and that a justification be made if they are being moved to a more restrictive environment. It would also be useful to provide a specification of the child's previous placement to help determine if therewas a shift in the restrictiveness of the environment.

2. Percentage of Regular Class Placement. The percentage of time to be spent in the regular class was specified in 54% of the cases overall. This amount is important to determine the degree of restrictiveness of the environment within which a child is being placed. In many ways, it provides the most accurate and simple means of tracking pupil integration.

A comparison among the committees revealed that the EAS had an average of 58% of the time specified in the regular class, while the average

of 38% of the time specified in the regular class, while the average for all committees was 54%. Given the nature of the EAS, it may be seeing children who require more restrictive environments and this figure represents that factor.

3. Types of Placements. The Resource Room and Integrated (part-time regular and self-contained special class) accounted for 65% of the placement decisions. The range of palcements among the Learning Handicapped appeared fairly limited. It is possible that the committees place students within existing alternatives, rather than creating the appropriate alternative when necessary

4. Reason for Choice. The rationale for the placement decision was only specified in 36% of the cases overall. This is required in the law, especially in cases where the child is being moved from a less restrictive to a more restrictive environment.

Long-Term Goals

1. Major Areas. The long term goals were very frequently specified on IEPS (95%). They fell in the following order of frequency: Reading (1), Computation (2), Communication Skills (oral language and written language) (3), Community Adjustment (Classroom behavior, Task completion, interpersonal relations)(4).

2. Major Techniques. The Special Education and Regular teachers specified Behavior Modification approximately 80% of the time as an intervention technique utilized in reaching long-term goals. Special Education teachers also specified utilizing modality-based approaches (71.4%) of the time. Counseling techniques and traditional teaching approaches were the next most frequently cited procedures applied. It is interesting to note the popularity of the modality based procedures despite the fact they have been generally proven ineffective.

(Myers & Hammil, 1974; Goodman, Hammel, 1974; [illegible] & Yuseldyke, 1978).

Short-Term Objectives

1. Quality of writing. Only 25% of the short-term objectives included a behavior, criterion, and situation specification. Approximately 7% were not well specified based on the aforementioned criteria. Thus, it appears that either further training in the writing of short-term objectives be undertaken or that standard systems of objectives, such as Stephens (1978) or STEP (Cajon Valley, 1977) be utilized.

2. Specificity. The SAT committee was more specific about the implementor, while the [illegible]S committee more frequently detailed the methods or materials used. Very few objectives specified (26%) the setting in which the implementation was to occur, which again has reference to the degree of pupil integration.

3. Evaluation. Formative (ongoing) evalution was specified in less than 15% of the short-term objectives surveyed. A heavy reliance on Summative (pre-post)- Evaluation was seen as 75% of the objectives denoted this approach. Expert opinions clearly recommends a formative approach, and this deficit provides evidence for future in-service/pre-service training in formative evaluation techniques.

Implementation

1. Regular vs. Special Education Teachers. Regular teachers implemented 59% of the objectives for which they were reponsible, and Special Education teachers implemented 93.7%. This is a significant finding as Regular Education teachers had a responsibility to implement short-term objectives on approximately 40% of the IEPS surveyed.

One factor that became evident during the interviews, could help to explain why this large difference occured. Regular teachers were involved

at the planning level 42% of the time, while Special Education teachers were involved 92% of the time at this level. Yoshida, Fenton, Maxwell & Kaufman(undated) reported that Regular Education teachers are low in committee participation and are generally not satisfied with the committee process. Thus, the Regular teachers probably need to be involved at the planning level actively if we wish to increase their degree of implementation.

2. Implementation coordinator. In the large majority of IEP's, no one person was specified in the coordinators role. As mentioned previously, the implementation coordinator would help to ensure that plans are being implemented, would help to employ formative evaluation procedures, and would even encourage communication between implementors. The specification of a staff member to serve in this role might help to improve the implementation efforts of all the individuals assigned implementation functions.

3. Assistance requested. Regular teachers wanted more help from Special Education and Resource teachers to improve their implementation efforts. Special Education teachers requested assistance from aides and Regular teachers. The Special Educators also asked for materials, parental support, in-service training and consultation.

The nature of these requests appears to point out that the implementors might be feeling isolated in their efforts. Regularly scheduled team meetings of implementors would help to solve this problem somewhat. Such meetings would allow the implementors to negotiate requests for material assistance and might also point out areas where new service delivery systems could be developed to meet common needs.

Outcomes

1. Regular vs. Special Education Teachers. The Regular teachers met or exceeded 70% of the criteria set in the short-term objectives they implemented, while the Special Education teachers met or exceeded 82% of the criteria set. This is a high percentage compared to previous reports (California Master Plan, 1975-76), in which an average of 53% of objectives were reported to be accomplished for Learning Handicapped pupils.

2. Factors influencing outcome. The major factor that predicted outcome was the degree of implementation of objectives. Thus, if an interventionvention program begins it will often achieve the criterion set in the short-term objective. This finding is similar to Bergan's (1977) research and indicates the great importance of the initial efforts in Special Education.

When implementors were queried as to their reasons for not reaching their goals, they indicated that over-general goals were least likely to be achieved. A small percentage of both the long-term objectives or short-term goals were written in a precise manner. (i.e. behavior, situation, criterion). If we can improve the precision of goal-objective writing, or adopt standard systems that include well defined goals, we may also improve the degree to which goals are achieved..

4. Areas of pupil improvement. Major areas of pupil improvement noted during the interviews were in peer relationships, and improved self-concepts. These areas were not among the major concerns on the IEPS. However, during the school year the implementors perceived that pupil needs in these areas were greater than originally defined. Thus, the implementors increased the amount of attention paid to these areas. Pupil improvement in the areas of Reading and Computation were not mentioned to the same degree, given their initial level of importance.

Implications

The following recommendations are made based on the results of the research.

IEP- Total Service Plan

1. Specific information regarding pupils' age, number of years in school, previous special education placements, and principal language need to be included in order to provide more complete information for determining the appropriateness of assessment and/or the definition of needs-strengths.

2. Needs should be assessed in the areas of attention-concentration, task-completion, and peer-relations.

3. Strengths are often not reported and can help to determine areas for mainstreaming.

Placement Decision

1. Placements should list the range of alternatives considered. The STEP Program (1977) provides a useful format for such considerations. (See Figure 3).

2. A justification for placement should also be mandated in every case, especially those in which a child is being moved to a more restrictive environment.

3. Percentage of time in the regular class should be indicated to serve as a simple and sensitive measure of pupil integration.

4. Consent must be clearly evident on the IEP, especially parental consent and implementors consent. In no case should someone be specified as an implementor without a consent signature.

Committee Operation

1. A specific staff member must be assigned to be responsible for both coordinating the IEP committee and for coordinating implementation. This

	Most appropriate for GA				
	0-3	4-6	7-9	10-12	13+
Reg. Class		X	X	X	X
Lrng Mjcp		X	X	X	X
Comm Mjcp		X	X	X	X
Phys Mdcp		X	X	X	X
Sev Mdcp	X	X	X	X	X

#8101 | title: LEAST RESTRICTIVE ENVIRONMENT | type:

Instructions:
1. Complete this form for every child as part of the IEP.

Student _____

B C P's
Behavioral Characteristics Progression
organized as
THE **STEP** SYSTEM
Sequential **T**asks for **E**ducational **P**lanning
CAJON VALLEY UNION SCHOOL DISTRICT
Special Education Department

1.0 Remains at home with no program.	2.0 Remains at home with tutor.	3.0 Attends special education self-contained class partial day with or without home tutor.	4.0 Attends full day self-contained, no integration.	5.0 Attends pull-out program only, for minimum day.
6.0 Participates in reverse integration activities.	7.0 Attends more than 50% of day in pull-out program, remainder in regular class.	8.0 Attends full day special education self-contained class; integrated with less restrictive special class for recess.	9.0 Attends full day special education self-contained class; integrated with less restrictive special class for lunch.	10.0 Attends full day special education self-contained class; integrated with less restrictive special class for non-academic subject.
11.0 Attends full day special education self-contained class; integrated with less restrictive special class for academic subject.	12.0 Attends full day special education self-contained class; integrated on regular bus.	13.0 Attends full day special education self-contained class; participates with regular students at recess.	14.0 Attends full day special education self-contained class; participates with regular students at lunch.	15.0 Attends full day special education self-contained class; participates with regular students in school activities held in auditorium.
16.0 Attends full day special education self-contained class; participates with regular students in school activities held off campus.	17.0 Attends self-contained class. Integrated in regular class for one period for a non-academic subject.	18.0 Attends self-contained class. Attends regular class for two periods for two non-academic subjects.	19.0 Attends self-contained class. Attends regular class for one academic period.	20.0 Attends self-contained class. Attends regular class for two academic periods.
21.0 Attends regular class more than 50% of school day; attends self-contained special education class or pull-out program for remainder of day.	22.0 Attends regular class full day with Resource Specialist support.	23.0 Attends regular class. Is pulled from class for periodic speech help.	24.0 Attends regular class. Receives speech instruction in the classroom.	25.0

DEVELOPED BY: Barbara Brooks, Ruth Kramer

DATE DEVELOPED: 2/78
Suggested Criterion: 80% Mastery

Figure 3
LEAST RESTRICTIVE ENVIRONMENT

individual may be any on-site staff member who is actively involved with providing pupil services.

2. A manual for committee operation should be adopted on a state wide basis. This will ensure smoother and more consistent adherance to all regulations. The Comprehensive Approach to Pupil Planning (Vlasek & Kaufman, undated) is an excellent example of such a set of guidelines.

3. Regular teachers must be involved throughout the assessment, planning, and placement process to ensure greater implementation. Release time, or some similar arrangement, needs to be provided to allow for such participation.

Goals-Objectives

1. The specificity of both goals and objectives needs to be increased. Either training in writing behavioral objectives or adoption of a standard system of goals-objectives (i.e. Stephens, 1978; Cajon Valley, 1977) should be mandated.

IEP- Individual Implementation Plan

1. The IIP should clearly specify the implementor, setting, methods and/or materials.

2. Formative evaluation procedures should be required to determine if the suggestions in the IIP are actually being achieved. For example, the methods suggested by White & Haring (1976) would provide the impetus for training teachers in effective formative evaluation approaches.

Educational Plan Analysis Model

Appendix D presents the Educational Plan Analysis Model (her after termed EPAM). This form consists of the following two components: an EPAM Rating Form, and a list of criteria derived from a variety of sources.

The EPAM Rating Form is composed of sections dealing with pupil

identification information, pupil assessment profile, specification of roles-functions for staff members, specification of Special Education and related services, as well as a summary of the major aspects of the IEP. The form is designed to provide an efficient method for the self-evaluation of an individual IEP.

The rater is required to check the appropriate categories, additionally, space is provided for a narrative summary of student program, support services, and outcome data. The format for this form follows one developed by Guerin & Guevara (undated). Provision is made for a numerical score which may be utilized in the evaluation of IEPS across a district.

A summary list of criteria recommended for inclusion on IEPS is also provided. The criteria on the list were derived from the following sources:

1. Legal Requirements- PL94-142 and California Title V regulations.
2. Theoretical Requirement - Professional literature cited in the reference section.
3. Data-based Observations- Current practices in the field as evaluated from the data provided in the EPAM study.

A special note has been made on the list of the criteria that are recommended by all three resources. Space has been provided for the inclusion of requirements unique to specific educational settings.

The list will provide you with a basis to determine the discrepancies that may exist in your IEP. Emphasis should be given to the requirements that are based on the actual data, as plans that include these requirements have been shown to have a higher degree of implementation and result in more pupil change.

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APPENDIX A

IEP Data Collection Form

EDUCATIONAL PLAN ANALYSIS MODEL (EPAM)
Project Information Sheet--Complete Plan

Student I.D. _____ Name _____ Sex ___ Age ____ Birthdate _____ Date _____
Number years in school ____ Number years in special program ____ Grade ____ School _____ District _____
Type of Committee: A&D ___ EAS ___ SAT ___ Date referral _____ Date of assessment _____
Number lag days _____ Date of Plan _____ Principal language _____
Handicapping conditions: visual acuity ___ auditory acuity ___ motor problems ___ learning handicap ___
retardation (meausred intelligence below 80) ___ health problems ___
(rank of more than one) orthopedic ___ other ___

Persons and Functions of those responsible for IEP

Person	Function					
	Assess	Plan	Implement	Evaluate	Coordinate	Consent
resource teacher						
principal						
parent						
regular teacher						
psychologist						
aide						
nurse						
DIS(name)						
other (name)						

Indicate the percentage of each individual's time spent in each of the disegnated areas. The total for each

Present Areas of Need ... of Participation ...

Student I.D. ... Age ... School ... Diagnosis ... Teacher ... Date ...

Need	Level*	Type of Evidence					
		Observation	Standard Tests	Informal Tests	Parental	Grades	Other
Conceptualized							
BASIC SKILLS							
Mathematics							
pre-concepts							
computation							
concepts							
Reading							
pre-reading							
decoding							
listening comp							
reading comp							
Language							
written							
spelling							
grammar							
relevance							
oral							
grammar							
production							
relevance							
Content areas							
social studies							
science							
other ____							
HEALTH							
visual							
auditory							
general health							
other							
PHYSICAL ACTIVITY							
fine motor							
gross motor							
other ____							

*Indicate High, Average, Low

Need	Level*	Type of Evidence					
		Observaton	STandard Tests	Informal tests	Parental	Grades	Other
SOCIAL-EMOTIONAL							
peer relations							
adult relations							
self-control							
cooperation							
self-esteem							
attention/CONCENTRATION							
task completion/PRODUCTION							
Adaptive behavior							
self-help							
community							
living skills							
Parental counseling							
MODALITY							
Visual-Motor EXPRESSION							
perception							
reception (COMPREHENSION)							
association							
Auditory-Vocal							
perception							
reception (COMPREHENSION)							
association							
Verbal expression							
Memory							
visual short term							
visual long term							
visual sequential							
auditory short term							
aduitory long term							
auditory sequential							
Tactile-Kinesthetic							
perception							
reception (COMPREHENSION)							
association							
expression							
VOCATIONAL							
prevocational							
counseling							
training							
OTHER							

Student I.D. ____ Name _____ School _____ District _____ Teacher _____

Long Term Goals (Duration _____)	# of short term goals	Need: Behavior	Need: Academic	Need: Non-academic

tch/s = ___ Placement # tch/s = ___

Decisions considered	Decision reached	Projected duration	Reasons for choice
____ regular education program ____ resource room ____ consultive services ____ integrated programs ____ diagnostic placement ____ self-contained class/ school ____ homebound/hospitalized ____ non public day school ____ residential school ____ career/vocational educ ____ other _____			

___ % of time in regular class _____ Length of school day _____ hours

EDUCATIONAL PLAN ANALYSIS MODEL (EPAM)
Project Information Sheet--Short Term Goals

Student I.E. ___ Name _____ School _____ District _____ Teacher _____

Objective _____ Specific

Person Responsible for implementation	Setting	Materials	Instructional techniques	Evaluation Criteria
regular teacher___	regular room ___	books ___	programmed instruction ___	formative: yes___ no ___
special teacher___	special room ___	instructional kits ___	precision teaching ___	
psychologist ___	therapy (specify) ___	programmed materials ___	traditional ___	summative: yes___ no ___
aide ___	other ___	software/hardware ___	modality based ___	
other ___		hardware ___	behavior modification ___	
		teacher made ___	counseling ___	
	time/wk _____	other ___	other ___	
	duration _____			

Additional Comments
(include names of materials and any other pertinet information)

APPENDIX B

Interview Format

SUBJECT NO:_____ SCHOOL:_____ DISTRICT:_____

PERSONNEL INTERVIEWED:_____

LIST OBJECTIVES:_____

EPAM SHORT TERM OBJECTIVE SURVEY

	OBJECTIVE	1	2	3	4	5
1. Did you participate in writing the objective?						
2. Who participated in writing the objective? 1. speech therapist 6. parent 2. special ed. teacher 7. regular teacher 3. resource specialist 8. student 4. psychologist 9. other 5. program specialist						
3. To what extent were you able to implement the objective? 1. greater than specified 4. different 2. as stated 5. not done 3. lesser than specified						
4. If not done, why was the objective not done? 1. objective unclear 4. inadequate time 2. lacked materials 5. child negative to 3. lacked supervision technique						
5. If done, did you get outside support to implement the objective? Who? 1. materials 5. psych. 2. res. spec. 6. parent 3. spec. ed. 7. other 4. dis.						
6. Did you exceed, meet, or not meet the criteria? 1. exceed 2. meet 3. not meet						
7. How did you determine the criteria was reached? 1. stand tests 2. inf. tests 3. obs. 4. other						

OBJECTIVES	CODE
1.	( )
2.	( )
3.	( )
4.	( )
5.	( )

EPAM STAFF INTERVIEW

CODE NO:____ SCHOOL_____ DISTRICT_____ DATE_____

POSITION_____ TYPE OF SERVICE_____ INTERVIEWER_____

1. What is ____ major area of need this year?_____

2. What areas did you focus on this year? _____

_____

3. Do these areas differ from the goals as written on the IEP? _____ yes _____ no

4. Pupil Schedule - Wed.

Time:	9:00	10:00	11:00	12:00	1:00	2:00
Subject						
Location						
Personnel						

Intergration index: hrs. in reg. room / total hrs. in school

How does this schedule differ from that of last year?

5. Describe the % of time you spend on the following functions with_____

Function	Assess	Plan	Implement	Evaluate	Coordinate
%Time					

Who was responsible for those functions that you did not perform or with whom you shared responsibility?

Function	Assess	Plan	Implement	Evaluate	Coordinate
Personnel					

6. Were there any goals you were unable to meet? _____ Yes _____ NO

7. What were they? _____behavior
_____academic
_____non-academic

8. What prevented you from reaching the set goals?

1_____goal unclear
2._____lack of materials
3._____not enough wupervision
4_____child negative
5_____technique didn't work
6_____other
7_____goal too broad

CODE_____

9. What kinds of support would have assisted you to reach the goals set?

1._____specialized materials
2._____classroom aide
3._____consultation
4._____in-service
5._____smaller class size
6._____other

10. What instructional techniques did you use to reach the goals?

1._____programmed instruction
2._____precision teaching
3._____traditional
4._____modality based
5._____behavior modification
6._____counseling
7._____other

11. What methods are/were used to determine whether or not the goals were met?

1_____observation
2_____standardized tests
3_____teacher made tests
4_____grades
5_____parent reports
6_____other

12. Was it necessary to change goals during the year? _____ YES _____ NO

13. Describe any changes in _____behavior this year?

14. Other Comments:

APPENDIX C

Percentages of Needs Specified on IEP

Appendix C
Table

Percentage of Time Need Mentioned by Committee Type

	Committee			
Area	SAT	EAS	A&D	All Committees
Conceptualization	3.7	7.3	3.0	4.2
Basic Skills	9.3	0.0	7.6	7.0
Mathematics	42.1	68.3	65.2	54.2
Pre-concepts	2.8	4.9	0.0	2.3
Computation	16.8	43.9	4.5	18.2
Concepts	9.3	2.4	3.0	6.1
Reading	34.6	68.3	77.3	54.2
Pre-reading	2.8	2.4	1.5	2.3
Decoding	39.3	36.6	21.2	33.2
Listening Comprehension	0.9	2.4	1.5	1.4
Reading Comprehension	15.9	26.8	7.6	15.4
Language				
Written				
Spelling	39.3	36.6	62.1	52.8
Grammar	1.9	0.0	3.0	1.9
Relevance	0.9	0.0	0.0	0.5
Oral	7.5	14.6	4.5	7.9
Grammar	6.5	0.0	3.0	4.2
Production	7.5	4.9	0.0	4.7
Relevance	0.9	0.0	0.0	0.5
Content Areas	0.9	0.0	0.0	0.5
Social Studies	0.0	0.0	4.5	1.4
Science	0.0	0.0	1.5	0.5
Other	5.6	0.0	3.0	3.7

Appendix C

Area	Committee SAT	EAS	A&D	All Committees
Health				
Vision				
Auditory	0.9	0.0	0.0	0.5
General	0.9	0.0	0.0	0.5
Other	0.9	2.4	1.5	1.4
Physical Activity	0.0	2.4	1.5	0.9
Fine Motor	16.8	9.8	12.1	14.0
Gross Motor	15.9	4.9	6.1	10.7
Other	3.7	2.4	4.5	3.7
Social-Emotional	4.7	4.9	12.1	7.0
Peer Relations	10.3	22.0	30.3	18.7
Adult Relations	6.5	2.4	7.6	6.1
Self-Control	7.5	2.4	13.6	8.4
Cooperation	1.9	2.4	4.5	2.8
Self-Esteem	11.2	7.3	24.2	14.5
Attention/Concentration	16.8	29.3	19.7	20.1
Task Complet./Motivation	15.9	22.0	21.2	18.7
Adaptive Behavior	1.9	0.0	0.0	0.9
Self-help	7.5	2.4	7.6	6.5
Community	0.9	0.0	0.0	0.5
Living Skills	0.0	2.4	0.0	0.5
Parental Counseling	0.0	0.0	0.0	0.0
Modality	1.9	0.0	1.5	1.4
Visual-Motor Expression	24.3	34.1	22.7	25.7
Perception	14.0	4.9	15.2	12.6
Reception	4.7	7.3	3.0	4.7
Association	2.8	0.0	[illegible]	1.9

Appendix C

Area	Committee SAT	EAS	A&D	All Committees
Auditory- Vocal				
Perception	10.3	4.9	10.6	9.3
Reception	8.4	7.3	4.5	7.0
Association	2.8	0.0	3.0	2.3
Verbal Expression	5.6	2.4	6.1	5.1
Memory	3.7	2.4	3.0	3.3
Short-term visual	5.6	9.8	0.0	4.7
Long-term visual	2.8	9.8	1.5	3.7
Visual sequential	1.9	4.9	1.5	2.3
Short-term auditory	8.4	12.2	3.0	7.5
Long-term auditory	2.8	9.8	1.5	3.7
Auditory sequential	2.8	0.0	4.5	2.8
Tactile-Kinesthetic	0.0	0.0	0.0	0.0
Perception	0.0	0.0	0.0	0.0
Reception	0.0	0.0	0.0	0.0
Association	0.0	0.0	0.0	0.0
Expression	0.0	0.0	0.0	0.0
Vocational	0.9	0.0	0.0	0.5
Prevocational	0.9	0.0	0.0	0.5
Counseling	0.0	0.0	0.0	0.0
Training	0.0	0.0	0.0	0.0
Other	0.9	0.0	3.0	1.4
	11.2	9.8	3.0	

APPENDIX D

Educational Plan Analysis Model

EPAM

E P A M

Educational Plan Analysis Model

Ted Alper, Ph.D., Kathleen Guevara, Ph.D., and Harry Overline Ph.D.

IDENTIFICATION

Child	Birthdate	sex	Grade	School	Date

Handicap	Principal Language	Hours in reg. class	No. of years in school

RESPONSIBILITIES

	Assess	Plan	Implement	Evaluate	Coordinate
Special Teacher					
Administrator					
Regular Teacher					
Psychologist					
Designated					
Parent					
Other					

(Check for each function performed)

PUPIL PROFILE

	Low average	Average	Above average
Reading			
Mathematics			
Communication			
Community Adjustment			
Self Control			
Perceptual Motor			
Health & Hygiene			
Vocational			

(Check appropriate level)

Methods of Inquiry: _____

Special Education and related services

Regular educational Program	☐	Self – Contained	☐
Resource Program	☐	Other _____	☐
Integrated Program	☐	_____	

Instruction

Justification for choice:

1.	Programmed Instruction	☐	4.	Modality Based	☐
2.	Precision Teaching	☐	5.	Behavior Modification	☐
3.	Traditional Instruction	☐	6.	Other _____	☐

Materials

1.	Books	☐	4.	Hardware/Software	☐
2.	Kits	☐	5.	Teacher Made	☐
3.	Programmed Materials	☐	6.	Other _____	☐

Setting

1.	Regular Classroom	☐	Duration _____
2.	Special Classroom	☐	
3.	Other _____	☐	

SUPPORT SERVICES:

STUDENT DATA:

PROGRAM DATA:

SUMMARY: **Check appropriate level and record score.**

1. Assessment tools appropriate

10	5	0	
very appropriate	somewhat appropriate	very appropriate	☐

2. Present levels of performance stated clearly

10	5	0	
very appropriate	somewhat clear	unclear	☐

3. Long-range goals specific to stated level of performance

10	5	0	
very specific	sometimes specific	very general	☐

4. Long-range goals stated clearly in measurable terms

10	5	0	
very clear	somewhat clear	unclear	☐

5. Long-range goals practical for implementation

10	5	0	
very practical	somewhat practical	impractical	☐

6. Short-term objectives stated clearly in measurable terms

10	5	0	
very clear	somewhat clear	unclear	☐

7. Short-term objectives practical for implementation

10	5	0	
very practical	somewhat practical	impractical	☐

8. Persons responsible for implementation involved in planning/named specifically

10	5	0	
very specific	somewhat specific	very general	☐

9. Needs and short-term objectives clearly related

10	5	0	
very clear	somewhat clear	unclear	☐

10. Pupils strengths indicated for each area evaluated

10	5	0	
all areas	some areas	none	☐

TOTAL _____

The following criteria were derived from P.L. 94-142, California Title V regulations, professional literature and research data. Space is provided to record your districts' requirements for comparison purposes.

EPAM

Educational Plan Analysis Model

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AREA	LEGAL REQUIREMENTS	THEORETICAL REQUIREMENTS	DATA BASED OBSERV.	LOCAL DISTRICT PROCED.
Student Assessment	1. non-discrimination or culturally appropriate 2. primary language 3. appropriate to physical, sensory sensory, languate functioning 4. more than one assessment tool or procedure 5. all areas related to suspected disability 6. *specification of assessors 7. tools validated for specific purpose 8. tests measure specific need areas 9. *present specified levels of performance	1. non-discrimination or culturally appropriate 2. primary language 3. appropriate to physical sensory, languate functioning 4. more than one assessment tool or procedure 5. *specification of assessors 6. tools validated for specific purpose 7. regular teachers contribute to assessment 8. *present levels of performance specified	1. assess attention and task completion abilities 2. assess peer relations skills 3. *specification of assessors 4. regular teachers provided assessment data 5. *present levels of performance specified	
Committee Functioning	1. coordinator specified 2. appropriate personnel i.e. special education administrator or representative, parents, evaluator, child where appropriate	1. *coordinator specified 2. child's teacher involved in all aspects 3. appropriate personnel i.e. administrator, chairperson, parents, child, referring teacher(s) evaluation coordinator, parent child liaison, implementation liaison, consulting specialists, recorder 4. committee handbook specifying procedures	1. *coordinator specified 2. child's teacher involved in all aspects 3. implementation coordinator specified 4. committee handbook specifying procedures	

AREA	LEGAL REQUIREMENTS	THEORETICAL REQUIREMENTS	DATA BASED OBSERVATIONS	LOCAL DISTRICT PROCEDURES
Student Identification	1. pupil name and identification	1. pupil grade level 2. principal language 3. previous attempts at intervention 4. parent name 5. birthdate 6. age 7. grade	1. pupil grade level 2. number of years in school 3. previous special educational placement 4. principal language 5. birthdate 6. age 7. grade	
Placement Decisions	1. percentage of regular class time 2. *rationale for choice of setting 3. *projected date of placement & duration 4. *consent specified 5. type of physical education program 6. career and vocational education program	1. *alternative placements considered 2. *percentage of regular class time 3. *rationale for choice of setting 4. *projected date of placement & duration 5. *consent specified	1. *alternative placements considered 2. *percentage of regular class time 3. *rationale for choice of setting 4. *projected date of placement & duration 5. *consent specified	
Implementation	1. *goals & objectives clearly stated in behaviorial terms 2. special materials & media specified 3. specify when services to be provided 4. evaluation criteria defined and & evaluation schedule	1. *goals & objectives clearly stated in behaviorial terms 2. materials & methods specified for objectives 3. regular communication among implementors	1. *goals & objectives clearly stated in behaviorial terms 2. materials & media specified 3. formative (continuing) evaluation of pupil progress 4. objective appropriate for regular & special classroom settings 5. regular communication amongst implementors	